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Improve your lesson planning

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Introduction

This manual is designed as a guide for those of you who are enrolled to teaching English. It will be a great resource to you as you are involved in your teaching career. It will help you in most of the situations   in your teaching.

The manual ''Guide for Lesson planning'' contains different types of activities for four language skills- reading, writing, listening, speaking; various organizers to use in EFL classes; lesson plan samples for different methods; summarizing activities pack in order to summarize lessons effectively; checklists for teachers to evaluate their lesson plans and some other issues related to lessons.

Why do we need to plan lessons?
University of Manitoba, Faculty Education

1.Helps you stay organized and focused while teaching.

2. Helps to ensure your lesson contributes to the big idea(s) you are working toward.

3. Helps to ensure you have considered, prepared and gathered all of the materials that
you will need for the lesson.

4. Reminds you that you must consider the needs of all students and differentiate your lesson to meet those needs.

5. Provides a record of what you and the students have been working on and helps you to see where to go next.

6. Can be used by your Cooperating Teacher or a substitute teacher if you need to be away.

7. Provides a starting point when planning next year's teaching.

8. Provides your Faculty Advisor with an understanding of what you are doing and where you have made changes in the lesson in response to students. It's a good starting point for conversations about your classroom practice.

9. Can be used as a great tool for sharing ideas, getting feedback and gaining valuable insights from your Cooperating Teacher.

10. Provides examples of your creativity, knowledge and skill that can be included in your teaching portfolio.

Makoto Yoshida and Bill Jackson
"Why Do We Write Detailed Lesson Plan?"

1. The goals of the research lesson (including the topic, the learning goal, the student skill development goal, the teachers' instructional goal, etc.).

2. The rationale for the lesson and ideas for instruction.

3. Student thinking, anticipated solutions, common misunderstandings and errors, and how to react to them.

4. How to evaluate the effectiveness of the lesson

5. While writing the lesson plan, teachers can communicate with knowledgeable others by email to get helpful feedback.

6. A well written lesson plan helps knowledgeable others to provide more constructive and helpful comments during the discussion of the lesson.

7. The process of writing the plan helps you to clearly understand and ingrain the flow of the lesson.

8. The lesson plan helps you to pay attention to the students' learning process, not just the steps the teacher needs to follow.

9. Since writing the plan helps teachers to think deeply about the lesson, they are better prepared to answer questions and engage in a good discussion about the both the plan and actual outcomes of the lesson

1.A teacher with a plan, then, is a more confident teacher (Jensen, 2001)

2.The teacher will not waste class time flipping through the textbook, thinking of what to do next, or running to make photocopies.

3.The teacher's confidence will inspire more respect from the learners, thereby reducing discipline problems and helping the learners to feel more relaxed and open to learning.

To what extent do you agree with the ideas above? Why?/Why not?

**What should a teacher consider
when planning a lesson? TESOL**

- Think deliberately about the choice of lesson objectives
- The types of activities that will meet these objectives
- The sequence of those activities
- The materials needed
- How long each activity might take
- How students should be grouped.
- Reflect on the links between one activity and the next
- The relationship between the current lesson and any past or future lessons
- The correlation between learning activities and assessment practices
- Evaluate their own knowledge with regards to the content to be taught
- Think about what needs to be done, how, and when.

University of Manitoba. Faculty Education
http://umanitoba.ca/education/

"Big idea" and/or "Essential Question"
What is the big idea, broad concept, or essential question you are working towards in this lesson.

☐ **Grade Level & Subject**
What are the grade level(s) and subject(s) for this lesson?

☐ **Lesson Objective or Focus**
What are you hoping to achieve during this specific lesson?

☐ **General & Specific Learning Objectives**
What are the general and specific learning objectives from the Manitoba Education curriculum document(s) that relate to this lesson?

Materials & Resources
What materials & resources do you need to prepare and have on hand *before* the lesson (e.g. photocopies, manipulatives, tools etc.)? What technology are you planning to use and have you tested it *before* the lesson?

 Estimated Timeline
How much time do you think you will need for each part of the lesson?

 Step-by-step Procedure
What will you do and how? What will the students be doing? With whom? Where? When and how will you distribute or collect materials? How will you help students make transitions? You may want to divide this section into parts such as:
• Introductory activities (e.g. engagement, motivational hooks, connection to prior knowledge, connection to lived experience, activating etc.)
• Developmental activities (e.g. mini-lesson, exploration, group discussions, problem solving activities, acquiring, etc.)
• Consolidating activities (e.g. applying, evaluation phase, lesson closure, homework etc.)
• Extension activities (in case you or the students finish early)

 Special Considerations
How will you differentiate the lesson for particular students? Are there other factors you need to consider (e.g. safety, logistics etc.)?

 Assessment Considerations
What do you want the students to learn? How will you know if they did? What formative assessment strategies (e.g. carefully planned questioning to encourage in-depth/critical thinking; specific aspects of student behaviour you want to pay attention to or observe during the lesson; techniques such as exit cards, student journal entries, or not-for-grades quizzes, finger counts to indicate level of understanding etc.) will you use during the lesson?

Reflections
What were you hoping to achieve? What went well in the lesson? What changes did you make during the lesson and what prompted you to do so? What would you change next time you teach this lesson?

Anticipated problems (what problematic can be for learners to understand the content, how are you going to solve the problems)

Homework (what should students work on at home? Should they work individually, pair, group, team. How should they submit their homework assignments?)

Interaction (individual, pair, group, whole class discussion/debate)

Answer key should be included into the lesson plan in order not be confused during the class time.

1)   Know who your students are. Know ability levels; backgrounds; interest levels; attention spans; ability to work together in groups; prior knowledge and learning experiences; special needs or accommodations; and learning preferences.

2)   Know your content. Know the national standards and state standards that drive curriculum in each subject area that you are responsible for.

3)   Know the materials that are available to help you teach for success. Take and keep an inventory of the materials and resources that are available to you as a teacher. For example: technology, software, audio/visuals, teacher mentors, community resources, equipment, manipulatives, library resources, local guest speakers, volunteers, or any materials that can assist you in teaching.

4)   **Content**- List the important facts, key concepts, skills, or key vocabulary terms that you intend to cover. You can also prepare an outline with key learning outcomes.

5)   **Goals**- Identify the aims or outcomes that you want your students to achieve as a result of the lesson you plan to teach. Goals are end products and are sometimes broad in nature. Goals relate directly to the knowledge and skills you identify in part one: content.

6)   **Objectives**- Identify the objectives that you hope your students will achieve in the tasks that will engage them in the learning process. Objectives are behavioral in nature and are specific to performance. Objectives tell what you will be observing in student performance and describe criteria by which you can measure performance against.

7)   **Materials**- List the materials and resources that will be needed for the lesson to be successful. In this case, you should also list technology resources needed to achieve objectives.

8)   **Introduction**- Describe or list a focusing event or attention grabber that will motivate your students to want to pay attention and learn about what you plan to teach. This will depend on the ages and stages and of your students and will rely on students' interests and backgrounds. Remember, getting your students to attend and respond to your introduction will set the stage for the rest of the lesson.

9)   **Development**- Describe how you plan to model or explain what you want your students to do. Modeling the learning behaviors you expect of your students is a powerful development tool and provides demonstration that students can then imitate or practice on their own. During development, models of teaching are used to facilitate student learning. Models can include direct instruction, inquiry, information processing strategies, or cooperative learning strategies. More information on models of teaching can be found on the following link:
http://www.teach-nology.com/teachers/methods/models/

10)   **Practice**- List or describe ways in which you will provide opportunities for your students to practice what you want them to learn. The more opportunities you provide, the better chance they have to master the expected outcomes. These opportunities are in-classroom assignments or tasks that give you, the teacher, the

chance to guide and monitor progress. There are tons of activities that you can download from the net; TeAch-nology.com provides a comprehensive source of links to activities for all subject areas. http://www.teach-nology.com/teachers/

11) **Independent Practice**- List or describe ways to provide opportunities for your students to complete assignments to measure progress against the goal of instruction. These assignments are meant to give teachers the chance to determine whether students have truly mastered the expected outcomes. Remember to only plan for tasks that you believe students can accomplish without your guidance.

12) **Accommodations-** List or describe ways that you will differentiate instruction according to students' needs. This can include any curricular adaptations that are needed to meet special needs students. For more on differentiating instruction, go to:

13) **Checking For Understanding**- - List or describe ways that you will check for understanding. Assessment and ongoing feedback are necessary for monitoring progress. This can include questioning, conferencing, or journal writing/reflection writing.

14) **Closure**- List or describe ways that you can wrap up a lesson. This can include telling students the most important concepts that were covered in the lesson, asking them what they thought were the key concepts (or what they learned), or preparing them for the next lesson building upon what was presented. The key is to leave your students with an imprint of what you hoped to achieve in any given lesson.

15) **Evaluation**- List or describe ways that you will assess or measure student success in achieving the outcomes that you planned to reach. This can include a variety of ways to evaluate student performance. The following links can help: http://www.teachnology.com/currenttrends/alternative_assessment/ http://www.teach-nology.com/teachers/testing/

16) **Teacher Reflection**- This section is to be completed after lesson. It represents what you think worked, or what did not work, and why. It is meant to give you some insight into practice and will hopefully help you to make adjustments and modifications where necessary

Setting objectives (ABCD, SMART)

Goal- A goal is a broad definition of student competence.
Students will know how to make connections among apparently desperate form of knowledge

Objectives- A course objectives describes what a faculty member will cover in a course. They are generally less broad than goals and more broad than student outcomes.
Students will read and analyse the seminal works of the methodology in EFL

Student learning outcome
A detailed description of what a student must be able to do at the conclusion of a course. When writing outcomes, it is helpful to use verbs that are measurable or that describe an observable action. The best outcomes will include a description of the conditions (when given x, you will be able to ...) and the acceptable performance level.
https://ueap.sfsu.edu/sites/.../student_learning_outcomes.pdf

SMART goal setting

Setting objectives is essential in planning a lesson. Teacher should ask:
What do I want my students to be able to *do* after the lesson is over?
Two useful tools for creating an effective objective are application of the S.M.A.R.T. model and ABCD model
What should the students be able to do? To use irregular verbs in their talk about "Last summer holidays" or to write an introduction to an opinion essay.
Whatever you choose, make sure it is an action. A task they must be able to perform that they could not perform before your lesson.
A handy guide S.M.A.R.T. approach which acronym stands for the following:
Specific
Measurable
Achievable
Relevant
Time-Based
Specific: I want them to write just an introduction for an opinion essay
Measurable: They either write an introduction or not. And they are supposed to write an introduction of 5 sentences
Achievable: This is definitely within the range of my high school students. This is your call. As a teacher we know what our students can do.
Relevant: Is it in my curriculum? Am I aligned with a department, district, or state standard?
Time-based: This depends on your lesson plan length. I think most teachers have objectives for the day, the chapter, the unit, etc. You just need to determine which objective you are writing and the length of time you will be spending to achieve your objective.

The ABCD model for writing objectives
Introduction

- Objectives will include 4 distinct components: Audience, Behavior, Condition and Degree.
- Objectives must be both observable and measurable to be effective.
- Use of words like *understand* and *learn* in writing objectives are generally not acceptable as they are difficult to measure.

- Written objectives are a vital part of instructional design because they provide the roadmap for designing and delivering curriculum.
- Throughout the design and development of curriculum, a comparison of the content to be delivered should be made to the objectives identified for the program. This process, called *performance agreement*, ensures that the final product meets the overall goal of instruction identified in the first level objectives.

Characteristics of objectives
- Observable and measurable
- Unambiguous
- Results oriented / clearly written / specific
- Measurable by both quantitative and qualitative criteria
- Communicate a successful learning in behavioral terms
- Written in terms of performance
- May be presented in 2 levels: 1st level and 2nd level

-1st level: identify the overall goal of the instruction for the program or instructional event
   - Sometimes called terminal objectives

-2nd level: identify the goals required to meet the 1st level objectives
   - Sometimes called enabling objectives

For example:
- Given a standard sentence, the English 101 student should be able to identify the noun and verb without error.

4 Parts of an ABCD Objective
- Audience
- Behavior
- Condition
- Degree

The objective does not have to be written in this order (ABCD), but it should contain all of these elements

Audience
- Describe the intended learner or end user of the instruction
- Often the audience is identified only in the 1st level of objective because of redundancy
- Example: The form 5 student, who is 11-12 years old attending English classes 3 times a week

Behavior
- Describes learner capability
- Must be observable and measurable (you will define the measurement elsewhere in the goal)
- If it is a skill, it should be a real world skill
- The "behavior" can include demonstration of knowledge or skills in any of the domains of learning: cognitive, psychomotor, affective, or interpersonal

- Stated as a learner performance
- Stated as observable behavior
- Describe a real world skills
- Example: … should be able to write a report…
- Example: …should be able to describe the steps…

Cognitive domain

-Emphasizes remembering or reproducing something which has presumably been learned

-Deal with what a learner should know, understand, comprehend, solve, spell, critique, etc.

Psychomotor domain

-Emphasizes some muscular motor skill, some manipulation of material and objects, or some act that requires a neuromuscular coordination

-Concerned with how a learner moves or controls his/her body

Affective domain

-Composed of two different types of behaviors: reflexive (attitudes) and voluntary reactions and actions (values)

-Stages: perception, decision, action and evaluation

Interpersonal domain

-Emphasizes learner skills (not attitude or knowledge) associated with interpersonal exchanges

-How a learner interacts with others in a variety of situations

Suggested performance terms
(Integrating Technology and Media into Instruction: The ASSURE Model, Chapter 3, p 43.)

Add	Compute	Draw	Label	Predict	State
Alphabetize	Conduct	Estimate	Locate	Prepare	Subtract
Analyze	Construct	Evaluate	Make	Present	Suggest
Apply	Contrast	Explain	Manipulate	Produce	Swing
Arrange	Convert	Extrapolate	Match	Pronounce	Tabulate
Assemble	Correct	Finish	Measure	Read	Throw
Attend	Cut	Fit	Modify	Reconstruct	Time
Bisect	Deduce	Generate	Multiply	Reduce	Translate
Build	Defend	Graph	Name	Remove	Type
Categorize	Define	Grind	Operate	Revise	Underline
Change	Demonstrate	Hit	Order	Select	Verbalize
Choose	Derive	Hold	Organize	Sketch	Verify
Classify	Describe	Identify	Outline	Solve	Weave
Color	Design	Illustrate	Pack	Sort	Weigh
Compare	Designate	Indicate	Paint	Specify	Write
Complete	Diagram	Install	Plot	Spell	
Compose	Distinguish	Kick	Position	Square	

Condition
- Equipment or tools that may (or may not) be utilized in completion of the behavior
- Environmental conditions may also be included
- Example: …given the complete works of William Shakespeare…
- Example: …given the following environment: 10PM, snowing, temperature 0 degrees C…

Degree
- States the standard for acceptable performance (time, accuracy, proportion, quality, etc)
- Example: … without error.
- Example: … 9 out of 10 times.
- Example: …within 60 seconds.

Review of ABCD Objectives
- Who is to exhibit the performance?
- What observable performance is the learner to exhibit?
- What conditions are provided for the learner at the time of evaluation?
- What constitutes a minimum acceptable response?

Performance Agreement
- Reiterative process where content is compared to objectives to determine if the content being delivered actually enables the student to meet the objectives
    - Be "reiterative" we mean that throughout the development of the course you should be reviewing to see if performance agreement is present. It is much easier to make minor adjustments as you go along than it is to make major changes in the end.
- If you cannot clearly see that the content being delivered meets the objectives then you must decide the following:
    - Rewrite the objectives to meet the content
    - Modify, enhance or remove the content to meet the objective as stated

Retrieved from: *www.mdfaconline.org/presentations/**ABCDmodel**.doc*

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Four aims for EFL classes in Uzbekistan
J.J.Jalolov et.al. "English language teaching methodology"

There exist four goals in Uzbekistan for EFL classes. They are
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-Practical Goal
-Cultural Goal
-Developmental Goal
-Educational Goal

Practical Goal include:
-To learn to communicate in the English language (speaking, listening, reading, and writing);
-Phonetic, lexical, and grammatical, orthographic items;
-Active and passive language materials

Cultural Goal
-To form students outlook, ideological conviction, patriotism, morality, self-responsibility for occurring around and aesthetic and spiritual development of the individual;
-To develop pupils` linguistic outlook, as they get acquainted with some phenomena which are not typical of their mother-tongue (e.g. tense, articles EL word order)
-To develop pupils` communicative abilities
-To widen pupils` communicative vision of the world, as it enables them to get acquainted with the life, customs and traditions of the people whose language they study;
-to developing pupils` intellect, their voluntary and involuntary memory, their imaginative abilities, logical thinking, etc.
The cultural goal is achieved within:
-the critical, patient and creative attitude to oneself and others, to a new culture, event, knowledge;
-the development of different character traits, outlook, beliefs, moral-esthetic and emotional experience, different kinds of motivation and the abilities to use them to contribute successfully into the process of real and pedagogical communication;
-the development of the awareness of the new activities, new people civilizations;
-the development of the desire to cooperate and socialize;
-the keeping cultural traditions of one`s own country and understanding and respect others`;
-to compare different cultures, problems as well as to use the knowledge obtained from other subject

Developmental Goal
-To develop intellectual, sensory and motivated peculiarities
To develop learners` creativity, intellectual and cognitive abilities
To develop different types of memory(visual/audio, short/long termed, voluntary/involuntary), attention skills, necessary for creative skills.
To develop mechanism of anticipation, predicting, guessing and etc.

To develop the learners` initiative, logical thinking

To develop the language intuition, language guessing, memory, logics (analysis, synthesis, comparison, sensory perception, motivational sphere, communicative skills, individual qualities such as hardworking, will, purposefulness and activity)

It concerns about interdisciplinary and supra-disciplinary sub-skills and skills.

Educational Goal

To develop memory and logical thinking;

To ascend pupils` levels of knowledge and general culture

To develop intelligence

To sharpen the wits

To help learners to be intelligent, well-integrated person

It covers linguistic, psychological viewpoints which are purposefully realized in the personality`s viewpoints, convictions, relations, and qualities.

How to start the lesson?
Warm ups
Lead-in

Warmers and Lead-ins as Presentation Techniques
BY MOHAMMED RHALMI

Warmers and Lead-ins

Both warmers and lead-ins are activities used by teachers at the beginning of a lesson to create a positive atmosphere for learning. There is, however, a difference between warmers and lead-ins. While warmers are not necessarily related to the topic of the lesson and are used to "wake up" students and make them interested in English and motivated to learn, lead-ins actually introduce the theme of the lesson and are used to activate schemata, the student's prior knowledge or experience of the topic. They may also include activities to check Knowledge, preview or pre-teach some language points.

Warmers

Warmers are activities that get students talk and ready to learn. A warmer is not necessarily related to the topic of the lesson.

Examples of warmers

- Command drills used in a fun way may wake up students and get them ready to learn. (e.g. stand up. Sit down. hold up your right hand. show me your pen….)
- Writing a long word on the board (e.g. CONSTITUTION) and asking students to provide words using the letters of the word on the board.
- Writing a letter on the board and asking students to call out any words they can think of starting with that letter.
- Students volunteer to ask questions and write them on the board. The other students are given 2 minutes to write answers for some or all the questions.

Lead-ins

http://www.myenglishpages.com/blog/warmers-and-lead-ins-as-presentation-techniques/

" Warmers and Lead Ins" by Hall Houston
https://www.englishintaiwan.com/english-hub/lesson-plans/warmers-for-the-classroom

Task with Distracting Questions
Choose a task that a student can do in front of the class, such as solving a tough math problem or putting 20 coins in order by year. Tell the class that you are going to bring someone to the front to do the task, but classmates must try to stop him/her by asking a question. Each time someone asks a question, the student at the front must come to a complete stop and answer the question before continuing with the task

The Picture Game
Select a picture. It could be serious or humorous. Invite 2 students to the front of the class. Allow them to see the picture, but don't let any other students see it. Tell them that they are both going to create a description of the picture. One description will be true and the other false. Send the students outside for a couple of minutes to plan their descriptions. Next, bring them back in and let them tell the class their descriptions. Can the students guess who is telling the truth? Finally, reveal the picture.

The Grand Tour
Take your class on a tour of the classroom. As you lead them all around the classroom, give them a lively description of the walls, ceiling, floor, desks, tables, and any other equipment or furniture. When the tour is over and they're sitting down again, quiz them to see how much vocabulary they picked up during the tour.

Doubling
This is a well-known drama activity. Put a chair in front of the blackboard. Choose a student to come to the front of the class and stand behind you. Tell the class that this student is now you. Invite students to ask you questions, but the student standing behind you will answer them as if he/she were you. After the class has asked about 9 or 10 questions, and the student has answered them for you, tell the class which answers were accurate.

Class Story

Write the first sentence of a story. Go for something funny or dramatic. Ask for volunteers to give you the next sentence of the story. Write it up on the board as well. After following this process for a few sentences, ask a student to give you the ending of the story.

Mimed Scene

Prepare a series of 10-12 actions that can be easily mimed (an example: open door, sit down, pour a drink, drink it, smile, turn on the TV, frown, turn off the TV, yawn, go to sleep). Tell the class that you are going to perform a series of actions, and you want them to pay attention to the story. Do the mime twice. Next, put students into pairs to describe your actions in English. Finally, ask a pair to tell you what you did. Did they remember everything?

What should a teacher be doing at the start of a lesson? Here are some ideas:

- getting a sense of what kind of mood students are in
- briefly reviewing things covered in the previous lesson
- giving an overview of the day's lesson
- previewing the course material
- taking attendance

One common tradition in language teaching is to begin a lesson with a warmer, an activity to get students practicing English before opening the course book. Warmers are usually fun activities that focus on fluency practice. Ideally, warmers should only last a few minutes.

In his terrific book, Classroom Management Techniques, Jim Scrivener differentiates between a warmer and a lead-in. While a warmer is usually has no direct relationship to the rest of the lesson, a lead-in is a quick preview of the material that will be covered in class.

So which is better for the beginning of a lesson, a warmer or a lead-in? I think both have their strengths. A fun, breezy warmer can add a bit of variety to a lesson, and might appeal to students who like a change of pace. On the other hand, a lead-in is a better choice for a more cohesive lesson. This is particularly important with beginning level students, who need a lot of structure and repetition.

Now I'm going to give you a few warmers and lead-ins that you can use in class. These first two warmers are a great way to start off a lesson and get an idea about what kind of mood your students are in. Note: these two activities are based on activities from The Recipe Book edited by Seth Lindstromberg (Pearson).

How are you feeling?

Ask your students to think of an adjective that describes the way they're feeling right now. They shouldn't say the word, but just keep it in their heads. When everyone's ready, ask them all to stand up and remain quiet. Tell them you will list a series of adjectives. When they hear their word, they should sit down. Eventually, you will run out of adjectives. If there are still a few students standing, ask them to say their adjectives. If you have time, you can ask a few of the students about the adjectives they chose.

<u>What are you thinking about?</u>

Write this question up on the board. Tell the class you want them to write anything they are thinking or feeling up on the board, but they must do it in their native language (no English). Once everyone has written something on the board and returned to their seats, tell them they need to go back to the board, find a sentence they didn't write, and add the English translation. When everyone is sitting down again, read out some of the English on the board and ask for students to make corrections. Also, comment on some of the sentences that appear more than once. (I'm hungry and I'm tired are very popular with my students).

Here are a few short warmers that can be used to start off a lesson quickly:

- Write a long word on the board, such as RAMBUNCTIOUS or ASPHYXIATE. Ask students to use the letters of the word on the board to make other words. Write these words on the board.
- Write a letter on the board. Tell students to call out any words they can think of starting with that letter. Write 6 or 7 of these words on the board. Put students into pairs and ask them to chat about one of the subjects written on the board for two minutes.
- Ask a student to stand up in front of the class. Tell everyone that for the next 60 seconds they can ask him questions, but he will not speak, only listen. At the end of the minute, the student can answer any of the questions he wants to.
- Ask a student to stand with her back to the blackboard. Tell her not to turn around Write a word on the board, and then get the other students to give her clues, until she can guess the word. Repeat with another student.

If all of this sounds like a waste of time, you might prefer to use a lead-in that ties in nicely with your lesson plan. Please note: many coursebooks include a lead-in activity, either in the student's book or in the teacher's book. However, if they don't, try out one of the following activities.

<u>One Sentence</u>

Write a sentence on the board from the lesson. Ask one student to read it aloud. Now get students to guess what they think the lesson is going to be about. Call on several students to give you their ideas.

<u>One Question</u>

Write a conversational question on the board that uses some of the vocabulary or grammar that students will encounter in class that day. Drill the question a couple of times with the class. Next, ask students to stand up and ask 5 people this question before returning to their seats.

<u>Translation Challenge</u>

Before class begins, write on the board a good Chinese translation of 7 words from the day's teaching material (or find a student to do this). When class begins, invite students to write the translation for any of these words on the board. Tell them that these words will come up in the lesson. As the lesson progresses, get them to write the English translation for any words not covered during the lead-in. (Thanks to my colleague Matt Fryslie for this idea.)

Find 10 more warmers, fillers and lead-in ideas

Reading

Reading strategies (Retrieved from "Tasks for Teacher education")
Reading techniques and their purposes

№	Reading technique	Description and purpose
1	Skimming	Reading the passage quickly to grasp the meaning
2	Scanning	Reading a passage quickly to find specific information
3	Contextual guessing	Making guesses about the meaning of words by looking at the surrounding words or situation
4	Cloze exercise	Fill in a blank exercise, in which some words are omitted, designed to measure how well the reader understands how a text is linked together
5	Outlining	Note taking technique designed to help the reader see the overall organization of the text
6	Paraphrasing	The ability to say or write ideas in other words: measures the reader`s understanding of the main ideas of the text
7	Scrambled stories	Also known as "jigsaw reading": the reader re-orders the mixed-up pieces of a text to show he understands how a text fit together
8	Information transfer	Exercise which require readers to transfer information from the text into another form of related text or drawing (filling in a chart, tracing a route on a map), designed to measure comprehension
9	Making inferences	"Reading between the lines": the reader understands what is meant but not stated in passage
10	Intensive reading	Reading carefully for complete, detailed information (main ideas, details, vocabulary, specific language)
11	Extensive reading	Reading widely in order to improve reading comprehension, reading speed and vocabulary
12	Passage completion	Finishing a reading passage (orally or in written); involves predicting a logical or suitable conclusion based on a thorough understanding of the text

Below are suggestions for pre-reading, during reading, or post-reading (follow-up) instructional activities to accompany a text. (K. Westerfield. University of Oregon, Saida Irgasheva 2013 Adapted material workshop)

Pre-Reading Tasks
- Short answer/discussion questions to elicit students' own knowledge about the topic.
- Individuals/pairs write two questions they think will be answered in the text.
- Scan text for: length (# of pages?), visuals (What does the chart refer to?).
- Skim in order to choose or make up a title.
- Free writes/quick writes (2 minutes) to predict the contents of a reading passage after looking at title, reading, visuals, first lines of paragraphs.
- Ask students to explain a concept or process.
- View/discuss a diagram or picture.
- Take a position on a statement or quote.
- Scan text to find definitions of key vocabulary.
- Take a survey of students in class (what do people in the class think about xxx?)
- A cloze paragraph to complete on the topic of the reading.

During/Post-Reading Tasks
- What comes next? List possibilities.
- Fill in or draw charts, grids, maps, tables, outlines. (*Education Place – graphic organizers* http://www.eduplace.com/)
- Label a diagram.
- Correct a summary full of errors.
- Read a paragraph in the newspaper and then list: three nouns, verbs, adjectives, adverbs, pronouns, prepositions, and conjunctions.
- Re-order scrambled sequence of events.
- Fill in blanks in a summary.
- Give, or choose from options, a title for a text.
- Answer inferential questions. Do you think the person was really in love? Why?
- Decide whether a statement is True, False, or Don't know (information is not available).
- Decide whether a statement is True or False, and correct the False statements.
- Scan the text to find and underline examples of a language point, e.g. verb tense, reduced and full relative clauses, pronoun reference, passive voice, transitions/conjunctions, affixes, restatement.
- Re-order scrambled sections of text, paragraphs, or sentences.
- What is the attitude/viewpoint of the writer, what is the genre of the text, who is the audience and how do you know?
- Match headlines with articles from a newspaper.

- Write newspaper headlines for an article.
- Write subheadings for text sections.
- Write a 4-sentence summary; begin w/ main idea.

Tasks with a focus on vocabulary (Pre, During-, or Post)
- Match words with definitions.
- Word family activity (fill in blank in a sentence with the correct form of the word)
- Crossword puzzles (See http://puzzlemaker.school.discovery.com)
- Tasks with synonyms/antonyms (Scan Paragraph #__ to find a word that means the same as "smart".)
- Mixed sets (odd one out activity or grouping a mixed set of words into categories)
- Predict the meaning from the context.
- Word analysis (focusing on prefixes, suffixes, roots)

guiding questions introducing vocabulary	guessing word meanings
presenting the text	(b) +(c) questions
Brainstorming	matching
before-questions, true/false statements	ordering, classifying, labeling
creating expectations	circle, underlining, ticking
making predictions	finding mistakes
using illustrations	filling in
using headlines or titles	listing
discussing	Labeling
expressing opinions	making posters
listening	sending messages
debates	highlighting features of texts with different colours
word-ordering, word recognition	letters and e-mail messages
Synonyms	simple stories
reading or filling questionnaires, charts and the like	ordering,
crosswords	finding mistakes
identifying or writing minimal pairs	creating journals
games	

Organize yourself before you read

Brainstorming
 Examine the title of the selection you are about to read
List all the information that comes to mind about this title
Use these pieces of information to recall and understand the material
Use this knowledge to reframe or reorder what you know, or to note what you disagree with, for further research.

Group discussions
Group discussions in and out of class will help you to discover what you bring to your reading, what your fellow students bring, as well as shared experiences
If you find they have new background information, ask for more information from them

Concept or mind mapping
This is a type of brainstorming where you place the title/subject as the main idea, then develop a "mind map" around it. It can be effective either in a group or by yourself

Pre-questions:
Often chapters in texts provide organizing questions. You can also write out a series of questions you expect to be answered when reading: Examples:

Definition:
What is....? Where does ... fit? What group does ... belong to?

Characteristics:
How would I describe...? What does ... look like? What are its parts?

Examples
What is a good example of ...?
What are similar examples that share attributes but differ in some way?

Experience
What experience have I had with ....? What can I imagine about ...?

Visual Aids
Pictures and other visual material can activate your prior knowledge.
Use the Internet to search for pictures related to your title/topic to give you visual images of what you are about to read.

Advance Organizers
 Relate new reading material to something you already know, to your background or experiences. Ask your teacher for assistance in developing these.

Overviews
Discussing information about the selection or assignment prior to reading must take place. This may take the form of class discussions, printed previews, photographs, outlines, or films. Spend enough time before the students begin the assignment to ensure understanding of it.

Vocabulary Previews

Unfamiliar key words need to be taught to students before reading so that new words, background information, and comprehension can improve together.

List all words in the assignment that may be important for students to understand. Arrange words to show the relationships to the learning task. Add words students probably already understand to connect relationships between what is known and the unknown. Share information with students. Verbally quiz them on the information before assigned reading begins.

Structural Organizers

Before reading an assignment, basic frameworks which are included in the text should be pointed out such as cause-effect or problem-solution. It can be beneficial to call attention to specific plans of paragraph or text organization such as signal words, main idea sentences, highlighted phrases, headings and subtitles. A review of skimming techniques might also be appropriate as these various areas are covered.

Author Consideration

Depending upon the content area, a discussion of the author of the particular work can be helpful to the understanding of it. What is the author trying to say? What is his point of view and his reason for writing the particular work?

Retrieved from GLA Reading and writing

Word Splash:

Word Splash is a fun activity that also engages students in writing while providing motivation for reading by setting a clear purpose for reading.

First, select 7-10 key words or phrases from the given text; use words that are both familiar and unfamiliar to the students.

Dictate the words to the students so that they have to try to spell the words.

Have students write a short story of at least seven lines using all the words.

Give students a chance to share their stories with a partner; then select several students to read their story aloud.

Read the given text to see if any student-generated story was close to the text.

KWL Charts:

A KWL Chart is a three-column chart that helps encompass the before-during-after components of reading a text selection.

K = What you **k**now   **W** = What you **w**ant to know   **L** = What you've **l**earned

Expert Jigsaw Activity:

An expert jigsaw breaks-up a large text into smaller pieces. It allows the students to become teachers but first gives them the confidence to do so by giving them time to consult with other students that read the same section of a given text.

-Break a larger piece of text into smaller "chunks", each with enough content to cover an intact portion of the overall passage.

-Various students are assigned to read the different sections of a text (all students will read a section, but only a few students read the same sections).

-Readers use during-reading techniques, such as text rendering or response sheets to foster their individual comprehension.

-The readers of the same portion of text form an "expert group", to discuss the main ideas and important points from the text.
-One member from each of the "expert groups" is then grouped with one member from each of the other "expert groups".
-Each "expert" then explains the main ideas and important points of his/her text chunk to the new group.
-Each group shares aloud with the class all the information they received from the "experts" and teacher records on the board.
- Clarify any misconceptions and add any missing information.

Key Word Activity:

The Key Word activity is similar to the Word Splash Activity, however instead of writing a short story with the given key word, students are asked to put the words into an informative essay as if they are writing to share their knowledge about the key words with someone else.
-First, select 7-10 key words from the given text that may challenge the students.
-Have words on the board for students to copy down or give them a list.
-Students are to write an informative paragraph(s) using all the key words provided.
-Allow students to share their essay with a partner; then select a few students to read their paragraph(s) aloud.
-Read the given text to see how accurate the essays were.

Think-Pair-Share:

The Think-Pair-Share activity is a cooperative learning tool.
-Students are given a topic or open-ended question to think about, recording their thoughts on paper. The "Do Now" works well as a Think-Pair-Share activity.
-Students are then paired up and asked to share their thoughts with a partner.
-The partners are asked to create one concise statement combining both group members' thoughts.
-The combined statements are shared with the class.

Pre-write questions:

Survey textbook and create questions that will probably be answered by the text.
As students read, they look for information that will answer their questions.
An alternative is for students to try to anticipate the questions that a teacher might ask if he/she were planning to assess the students' comprehension. Then students read to locate the answers to such possible test questions.

Story impression:

The teacher chooses key words, phrases, or concepts from several chapters and lists them in the order in which they appear in the chapters. The list will normally consist of 10 to 15 items. Students should be given enough words to form an impression of the chapters but not so many that they are able to create entire episodes that they will encounter in reading.

Pictures:

Students look at pictures/text box/sidebars and predict what text is about

Response sheet:

Students note key statements on the left and personal responses to them on the right; helps connect text to prior knowledge, and provides meaningful study guide later.

Sticky notes:

Students use "post it" to write thoughts/notes and stick to a text on which writing is forbidden. They can be removed and re-attached to a folder to record individual student "interactions" with text.

-Students are given a stack (based on length of text) of sticky notes

-Instruct students to summarize, question, jot down thoughts or ideas they are having about the text while reading. (The questions can be raised in class and answered then)

-There is no right or wrong answer and assessment is solely based on the students' participation in transacting with the text.

-Sticky notes can be saved, attached to a sheet of paper or a folder, and used later as part of a study guide to recall what a given text was about.

List-Group-Label.

Allen, Janet. Tools for Teaching Content Literacy. Portland, ME: Stenhouse Publishers, 2004.

Similar to the KWL chart, the List-Group-Label strategy gives students a forum for accessing prior knowledge before reading a text or beginning a unit of study. Here are the steps:

a. **List:** Determine a word or phrase that connects to your reading or unit of study that students will have some familiarity with already. For example, prior to reading a passage on the three branches of government, you might ask students to list words they associate with leading a country. Require students to list at least a minimum number of words (10 or more).

b. **Group:** Put students in pairs or groups and ask them to combine their individual lists. While they do this, they should create categories for similar words on everyone's lists and group their words into these categories.

c. **Label:** Students should determine an appropriate label for each group they have created. An example of the results from a List-Group-Label exercise done prior to beginning a 9th grade biology unit on viruses is below:

List-Group-Label: Getting Sick

People/places who help people who get sick

☐ doctors

☐ nurses

☐ hospitals

How people get sick:

☐ coughing and sneezing near someone

☐ sharing cups and utensils

☐ eating food that has spoiled

☐ they don't dress warmly enough

Stuff that happens because people get sick

☐ People feel really bad

☐ People stay home from school or work

☐ People get high fevers
☐ People get strange rashes
☐ People throw up
☐ People die sometimes
Types of sicknesses
☐ The flu
☐ A cold
☐ Chicken pox
☐ Bronchitis
☐ AIDS

The teacher, by previewing students' charts, would obtain a sense of students' levels of understanding, various misconceptions (i.e. not understanding the relationship between getting cold and getting sick), and prior experiences with the issue that could serve as instructional "hooks."

During Reading Strategies

Graphic Organizers

http://www.eduplace.com/kids/hme/k_5/graphorg/

Several different kinds of organizers

http://www.graphic.org/goindex.html

These are organized by skill.

http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm

http://www.enchantedlearning.com/graphicorganizers/

http://www.teachervision.fen.com/page/6293.html

This is a great site with graphic organizers by subject area.

http://curry.edschool.virginia.edu/go/edis771/notes/graphicorganizers/graphic/

A library of graphic organizers.

Listening activities

Presenting a listening activity goes in three stages . In each stage there are some steps that should be followed:

#1. Pre-listening stage:

* Prepare pupils for the listening activity by:

1- **Introduce the topic of listening;** say the title of the topic.

2- **Activate pupils' existing knowledge;** lead discussion around the topic to elicit what pupils already know about the topic and what they need to know or what information they anticipate to listen to.

3- **Build prior knowledge;** provide appropriate background information about the speakers, the topic, concepts and vocabulary embedded in the text and motivate pupils' interest to listen.

4- **Define a purpose for the listening activity;** ask a pre-question pupils think of its answer while listening or identify a task for pupils to complete during listening.

#2. During listening stage:

* Pupils listen to the text at least twice:

1- **The first time** allows pupils to answer the pre-question, get a general idea about the topic and verify the accuracy of their predictions.

2- **The second time and subsequent times** help pupils to derive the information they need to complete the tasks identified in pre-listening stage.

* Examples for some tasks to be done during listening:

1- Answering some questions on specific information in the listening text.

2- A map chart/graph pupils complete as they listen.

#3. Post-listening stage:

* Pupils act upon what they have heard to give evidence that they understood the text.

* Examples for some post-listening tasks:

1- Summarize the main ideas of the listening text either orally or in writing.

2- Write a composition based on the material acquired during listening.

3- Outline the material they listened to in writing using charts, diagrams, etc

https://eltguide.wordpress.com/tag/post-listening-tasks/

Mind map

Mind map – Write the word according to your topic in the middle of the board, in big letters. Draw a circle around it. Give a student a board marker, and ask the student to think of a word that relates to the topic and write it on the board. Then ask him to draw a line from "topic word" to the word, and write a circle around the word. Repeat these steps until there are seven different words on the board.

Discussion

Discussion questions concerning the listening material

Fill the Gap

Gap fill – Write these on the board. (sample)

I'd like to spend my life _____.

The best _____ are in England.

_____ famous all over the world.

Ask students to choose one of the sentences and complete it with their own ideas. Give them four or five minutes to think, then call on several students to read out their ideas.

Topic writing

Tell the class that you are going to give them a topic and see how many questions they can write related to the topic in 2 minutes. Write topic on the board, and ask them to begin writing. When the 2 minutes are over, put students into pairs. Ask each pair to choose their best question. Finally, ask each pair to put their best question on the board. (Later on in the lesson, you can refer back to the questions.)

What's your guess?

Show eye-catching images, maps, or diagrams to help students guess the theme(s) of the listening text. Students can write pre-listening comprehension questions, then listen to see if their questions are answered.

Brainstorming & Word webs

Give students the topic of the listening and elicit words from them. With students' help draw semantic webs on the board with the words, focusing on the relationships between the words, the topic, and sub-topics that might come up in the listening.

Teach me

Give each student a couple of words and/or expressions. Ask them to explain the words/expressions to one another in pairs. They may refer to the dictionary if they need to. Quickly check with the whole group, and students then predict if the words/phrases will occur in the listening itself. Students can listen and tick the ones they hear.

Chinese whispers:

Arrange students in two lines, whisper a word/expression to the first in the line, who whispers it on to the next in line, and so on until the last student in the line shouts out the word/expression they hear or writes the word/expression on the board. Score points for correct words. Use a sentence or expression related to the theme of the listening.

Sing along

Teach students a short song, a rhyme, or a jazz chant on a topic related to the text they are going to listen to.

Graphic organizers

Give students a blank graphic organizer which summarizes the information in the text under headings. Students listen and fill-in key words that they hear in the correct places.

Have your say

If the listening involves a controversial issue or question – such as 'What should be the minimum driving age?' – have students give their opinions first. Students then listen to the text and see what opinions are voiced. You can also have a quick 'anonymous' poll, whose results can be revealed at the end of the lesson.

Let me read it first

Give students the first lines of the transcript of the text they are going to listen to. You could even give them the whole transcript and very little time to read it (just for them to get the gist of the text). Then work on listening for specific information without students reading the transcript. This is an effective activity for complex texts with many details.

Mime it

If there is a dialog in the listening, mime part of it, to arouse students' interest.

What do I need to do, teacher?

Write instructions in point form for the listening in the wrong order. Ask students to order them. This activity may help relax students for the listening, as they know exactly what is going to happen next

Note-taking

Discuss the topic with students and have them brainstorm headings to take notes under. Then brainstorm the sort of transition words they might hear.

Who's who?

If students are going to listen to a dialog (or text) with several characters (and of course if identifying the characters is not going to be one of the tasks in the listening!) give them an overview of who's who in the listening

https://englishpost.org/2013/03/16/pre-listening-activities/

Post listening

Reviewing The Transcript

Provide each student with a copy of the transcript. Tell the class to underline any sections of the transcript that they think they understand, but have some uncertainty about. Also, instruct them to circle any sections which they don't understand at all. Put them in groups of 4 to discuss the parts they underlined and circled. Finally, ask students to write on the board any phrases or sentences they still can't understand. Go over these with the class.

Quiz Your Classmate

Give each student three post-it notes. Review different types of test questions, such as true or false, multiple choice, short answer, and fill-in-the-blanks. Ask students to make up three quiz questions based on the listening track, and each question should use a different type of question. Students should write one quiz question on each post-it (without the answer). Also, they need to write their names at the bottom of the post-its. When everyone is finished writing, they need to circulate and give each post-it to a different student. Students then try to answer their classmates' questions, and return to the test creator for a grade.

Quizzing Teams

Before class, make one copy of the transcript and divide it into two parts. (Part Two should begin where Danny says, "Good idea.") Make several copies of each part. In class, separate the class into two teams. Give each team one part of the transcript (one team gets the first half, and the other team gets the second half). Give each team 15 minutes to come up with 5 very difficult questions to ask the other team. Make sure that the teams are sitting in different areas, and can't see the other team's transcript.

When time is up, get the teams to take turns reading out their questions and letting the other team guess the answers. Each team gets 1 point for each correct answer. When the questions have all been read out, congratulate the winning team. You can also let students read the entire transcript to check all the answers.

What Do You Recall?

Put students into pairs. Ask them to take turns recalling one bit of information from the listening without repeating anything. Challenge students to continue as long as possible.

Discussion

Ask students to compose 3 discussion questions based on the topics that came up during the listening. After students have been writing for a few minutes, circulate and make suggestions on how they can improve their questions. Later, choose a few students to write their best questions on the board. Once there are 7 questions on the board, put students into groups of 3 or 4 to discuss the questions.

Revising the dialogue

Put students into small groups. Give each group a copy of the transcript. Ask them to change the dialogue in one of the following ways:

1) Danny not only asks Alex about his clothes, she talks about her clothes, too.

2) A third character enters the conversation and interacts with Alex and Danny.

3) Add 3 lines to the beginning and 3 lines to the end of the dialogue, giving it a smooth beginning and ending.

Ask them to write their changes on the transcript (or a separate sheet of paper, if necessary), and then practice it. Groups take turns performing their dialogues for the class.

http://www.eflmagazine.com/ten-post-listening-activites/

Some listening strategies

Listen and find mistakes

Listen and fill in gaps, grids, maps, charts, trees, graphs,

Listen and read pictures or texts

Listen for true/false visual or textual answers

Listen to familiar texts

Picture dictations

Listening and pronunciation/speaking activities: songs and chants

Traditional children's songs: choosing rhymes, circle and singing games, jump rope rhymes, ball bouncing rhymes, clapping rhymes, bedtime songs, songs about animals in order to prepare children for listening:

1. introduce the listening: tell children what is what they are going to listen to

2. talk about the topic of the listening BEFORE it

3. be very clear about the task they will have to do while listening (paint, point, colour, fill in a chart…etc.) BEFORE it

4. listen to the text WITHOUT ITS TRANSCRIPTION several times, to do several different tasks. Leave time to the children to check in pairs their answers

5. listen again to correct those answers

6. do something AFTER the listening (complete the story, sing the song, etc)

Speaking activites

Pronunciation, or mechanical production, can be carried out through:
Listen and repeat drills; discrimination practice with visual support; meaning contrasts with pictures; identification of sounds, stress and intonation with tongue twisters, rhymes, poetry, songs dialogues and chants; body movements (i.e. clapping, walking, snapping fingers or dancing) following intonation, stress or pausing; learning by heart of sentences, rhymes or chants; reading aloud?

Meaningful communication can be carried out through:
Games with mime, gestures and physical movement; dialogues; jokes and riddles; guided interviews, question and answer patterns, games, surveys and questionnaires; discussions and debates; describing pictures, maps and charts; identifying picture differences; problem solving activities; information gap activities; role plays: dialogues, simulations and plays; story-telling activities; cross-cultural activities
-The process to teach children how to speak involves:
Input phase, rehearsal phase and performance: a sequence of repetition and recycling
Talking chips technique.
Talking chips technique is one technique of cooperative learning which allows all students to speak in the class. In this technique, students are given a certain number of chips (coin, card, etc) to be used as media which limit student's time talking. To apply this technique, there are some steps to follow:
- Teacher groups the student which consist of four students
- Teacher give the topic discussion
- Teacher ask the student to start the discussion by putting the chips
- Students speaking until they put all the chips they have
This technique will get the student fun and serious at the same time. Moreover, this technique will be very useful to use in junior and senior high school.

Three Steps Interview
This is another technique of cooperative learning that can be used to teach speaking. In this technique, students are divided into some group in which each group consists of three students. Those three students are named student A, B, C. Since the learning is begun, the student will make an interview following the steps below:
- Teacher gives a topic discussion.
- Student B (interviewer) will ask some questions related to the topic given to the student A (interviewee I). He or she must take a note of every answer or opinion given by student A.
- The same questions are also addressed to the student C (Interviewee II). Student B has to note the answer or opinion given by student C.
- Student A, then, asks to student B about student C answer or opinion and appositely student C also ask student B about student A opinion.
This technique will require student to speak up especially in giving opinion of a certain topic as well as to listen the other people opinion. They can express their mind and be habit to speak in English. This technique can be used to teach student in Junior High School.

Desuggestipedia

This technique can be very useful if the teachers are able to create and provide an appropriate topic to discuss. In applying this technique, students are ordered to choose an occupation or job provided by teacher (singer, doctor, manager, etc) and they must be able to act or behave just as real as possible like the occupation chosen. In this case, student will imagine and pretend how to be a doctor, or singer, or even manager and the teacher will give some question regarding to their job. This technique will bring a lot of fun in the class and it is very appropriate to teach student in Senior High School.

Three Phase Technique

This technique can be categorized as traditional technique since the focus of the strategy is on building the student courage to speak. Thus, the class is conducted following three phases; those are Pre- speaking, Whilst-speaking, and Post-speaking activity.

- Pre-speaking activity

In this phase, teacher will give some brainstorming about the material discussed and make sure that the student will not feel afraid in following the lesson. Teacher must prepare them to be ready before moving to the whilst-activity.

- Whilst-speaking activity

This is the core of the technique because many task or exercise van be involved in the phase. Teacher can do answer and question section, game, etc. in the class. The most important is to give a chance to the student to speak up.

- Post-speaking activity

It is simply can be done by giving a test or evaluation to the student.

Pre-task (coerll.utexas.edu/methods/modules/listening/02/)

Step 1 – 'Fun' and challenging vocabulary building activities (see www.language-gym.com/work-outs for online self-marking examples) and gapped model sentences activities containing the kind of language which you predict students are likely to use. 'Drum the words/phrases in' as much as you can for 10-15 minutes.

Step 2 – Narrow listening activities. By these I mean very short texts/model sentences about the topic, which the students might find useful. Students have to note down the gist of each text.

Step 3 – 'Public chatroom'; on Edmodo, Facebook or a google doc, the students ask questions generated by themselves or by the teacher about the topic-in-hand to specific classmates, the whole class or even the teacher. A slow chat unfolds which is displayed 'live' on the screen, for everyone to see, in which students write to each other and teacher monitors and gives concurrent feedback. *Writing/talking mats maybe used to scaffold this activity.*

Step 4 – Preparation; the students are given a few more minutes to prepare for the speaking task, ask the teacher or their peers for clarification where needed, look at any scaffolding material provided (e.g. writing/talking mats).

Step 5 – The speaking task is carried out 2 or 3 times with different partners. Scaffolding is allowed but gradually removed. – unless the students are still not very confident, they should do the final 'round' without any scaffolding
Post-task
Step 6 – students, rigorously without a script, carry out and record same task on mobile phones or iPads.
Step 7 – students view the video-recording and have another go. Both recordings are shared with the teacher.

Before using writing/talking mats for speaking or writing – Writing/Talking mats are often used to scaffold oral or written production, but way too often are given to the students before a demanding task without much of a chance for the students to acquaint themselves with the meaning of most of the words, with the way the information is organized, with how the vocabulary is pronounced, etc. I always carry out the activities below – and more – before using the mats to scaffold a more cognitively demanding task, to enable the students to use them more effectively and efficiently.
Step – 1 Word/phrase hunt; give the student (either on paper or via google classroom) a list of words/phrases to search for in the writing mats (under time constraints)
Step 2 – listening comprehension; (Provided that the writing mats are clear, well-structured, not overly crowded and have bilingual translation) Put the mats on the screen and give each student a mini-board (alternatively they can write on i-pad using the 'Educreations' App). Make up sentences (incrementally more difficult), utter them clearly and ask them to translate from L2 to L1 than from L1 to L2 on their mini-boards. The sentences can be pre-recorded. I do this on my iPad using Voice Recorder Pro and air-play them – a very quick and easy process that takes a few minutes only.
Step 3 – listening comprehension in groups; students do the same task you modelled in Step 2, in groups, taking turns to make up sentences for their peers to understand and keeping score as to who gets the most sentences right
Step 4 – gapped / jumbled / altered sentences for the students to 'restore' to the original version in the mats
Step 5 – writing mats can now be used to scaffold writing, the teacher being safe in the knowledge that the students are better acquainted with the mats and can use them more rapidly and flexibly
Students generate and explore ideas for speaking topics through a variety of pre-speaking activities such as the following:
☐ constructing thought webs and graphic organizers
☐ reading and researching
☐ listening to music
☐ viewing a video, an object, or a graphic
☐ listening to a speaker
☐ jotting down ideas
☐ reflecting upon personal experience.

Sample Oral Language Forms
Possible Speaking,   Experiences (Forms)

Announcements

Audio and Video Recording

Activities

Choral Reading or Speaking

Committees

Conferences

Conversations

Directions

Discussion Groups

Drama for an Audience

Drama in Context

Formal Speeches

Improvisations

Informal Debates

Interest Talks

Interviews

Jigsaws

Meetings

Oral Readings

Puppetry

Reader's Theatre

Role Playing

Small Group Inquiry

Storytelling

Student Presentations and
Reports

Talking Circles

Telephoning

Other:

 (Saskatchewan Ministry of Education 9)

Sample Lesson Planning Guide for Speaking

Outcome(s):

What will students learn and be able to do as a result of this activity?

Assessment and Evaluation:

What evidence will demonstrate that students have achieved the outcome?

What criteria and guidelines will help students know what is expected in this lesson?

Task:

What is the task? What is the purpose? What is the prompt? Is it clearly stated? What mini-lesson(s) might be needed for students to succeed?

Preparing to Speak:

What activities will help the students generate ideas for oral talks? What activities will help students to focus on the task and formulate a plan? What will help them develop a beginning, a middle, and an ending? What consideration should students give to their purpose, audience, and form? How long should the oral talk be? What audiovisual aids should be used? How will students prepare and rehearse their short talk/presentation?

During Speaking:

What do students already know and do as speakers? What strategies can students use to support the oral presentation of their ideas? What specific activities or guidelines will help students to accommodate the needs of their listeners?

After Speaking:

What do students not know or do as speakers? How will students consider feedback and assess themselves? What and how will they improve?

 10 Saskatchewan Ministry of Education

Sample Teacher Checklist to Support Speaking

1. Do I provide opportunities for students to speak for a variety of purposes?
__ support students in speaking to clarify and extend thinking
__ help students to speak to share thoughts, opinions, and feelings
__ support students in speaking to build relationships and a sense of community
__ support students in speaking to inform and persuade

2. Do I use mini-lessons to instruct students about specific speaking strategies or to learn language usage and form?
__ analyze what students need to know and build on what they already know
__ provide focused lessons and model specific strategies for speaking effectively
__ provide short but focused direct instruction about a language concept, form, or issue at the time of need
__ provide mini-lessons for individuals or small groups of students, as required

3. Do I model and help students understand the role of speaking in communication and learn to apply standard English language usage as required?
__ note the importance of audience, purpose, and situation
__ explore the varieties of usage and speech dialects
__ discuss the preferred usage in formal and informal situations

4. Do I provide opportunities for students to speak in a variety of situations?
__ provide less formal speaking situations such as one-on-one conversations, think-pair-share sessions, talking circles, and small group discussions
__ include more formal speaking situations such as introductions, meetings, short talks/presentations, and oral readings
__ provide scaffolding, as required, to ensure student success

5. Do I provide opportunities for students to develop their social skills in pairs or small groups?
__ support students in allowing a speaker to finish without interrupting
__ focus student attention on practising a particular social skill in addition to accomplishing the speaking task
__ support students in acknowledging others' responses
__ support students in demonstrating respect for all persons regardless of race, gender, age, or ability

6. Do I provide support for students to use speaking/discussion as a means of learning?
__ encourage students to express and to refine ideas by talking and sharing them with others
__ encourage students to build on others' insights
__ use speaking guides that focus on main ideas, supporting details, or other criteria
__ support students in broadening their repertoire of speaking strategies and skills

7. Do I provide opportunities for students to function effectively as group members and leaders?
___ support students in responding sensitively to the viewpoints of others
___ help students to concentrate and focus on the task at hand
___ support students in accepting different roles in group work and making positive contributions
___ establish and model procedures to help groups discuss and work efficiently

8. Do I involve students in assessing speaking practices and behaviours?
__ support students in identifying their strengths and needs before, during, and after speaking

Writing

Brainstorming

Brainstorming, also called listing, is a process of generating a lot of information within a short time by building on the association of previous terms you have mentioned.

- Jot down all the possible terms that emerge from the general topic you are thinking about. This procedure works especially well if you work in a team. All team members can generate ideas, with one member acting as scribe. Don't worry about editing or throwing out what might not be a good idea. Simply write down a lot of possibilities.
- Group the items that you have listed according to arrangements that make sense to you.
- Give each group a label. Now you have a topic with possible points of development.
- Write a sentence about the label you have given the group of ideas. Now you have a topic sentence or possibly a <u>thesis statement</u>.

Clustering

Clustering is also called mind mapping or idea mapping. It is a strategy that allows you to explore the relationships between ideas.

- Put the subject in the center of a page. Circle or underline it.
- As you think of other ideas, link the new ideas to the central circle with lines.
- As you think of ideas that relate to the new ideas, add to those in the same way.

The result will look like a web on your page. Locate clusters of interest to you, and use the terms you attached to the key ideas as departure points for your paper.

Clustering is especially useful in determining the relationship between ideas. You will be able to distinguish how the ideas fit together, especially where there is an abundance of ideas. Clustering your ideas lets you see them visually in a different way, so that you can more readily understand possible directions your paper may take.

Freewriting

Free-writing is a process of generating a lot of information by writing non-stop. It allows you to focus on a specific topic, but forces you to write so quickly that you are unable to edit any of your ideas.

- Free-write on the assignment or general topic for several 5-10 minutes non-stop. Force yourself to continue writing even if nothing specific comes to mind. This free-writing will include many ideas; at this point, generating ideas is what is important, not the grammar or the spelling.
- After you've finished free-writing, look back over what you have written and highlight the most prominent and interesting ideas; then you can begin all over again, with a tighter focus. You will narrow your topic and, in the process, you will generate several relevant points about the topic.

Looping

Looping is a free-writing technique that allows you to increasingly focus your ideas in trying to discover a writing topic. You loop one 5-10 minute free-writing after another, so you have a sequence of free-writings, each more specific than the other. The same rules that apply to free-writing apply to looping: write quickly, do not edit, and do not stop.

Free-write on an assignment for 5-10 minutes. Then, read through your free-writing, looking for interesting topics, ideas, phrases, or sentences. Circle those you find interesting. A variation on looping is to have a classmate circle ideas in your free-writing that interests him or her.

Then free-write again for 5-10 minutes on one of the circled topics. You should end up with a more specific free-writing about a particular topic.

Loop your free-writing again, circling another interesting topic, idea, phrase, or sentence. When you have finished four or five rounds of looping, you will begin to have specific information that indicates what you are thinking about a particular topic. You may even have the basis for a tentative thesis or an improved idea for an approach to your assignment when you have finished.

The Journalists' Questions

Journalists traditionally ask six questions when they are writing assignments, 5 W's and 1 H: *Who?*, *What?*, *Where?*, *When?*, *Why?*, *How?* You can use these questions to explore the topic you are writing about for an assignment. A key to using the journalists' questions is to make them flexible enough to account for the specific details of your topic. For instance, if your topic is the rise and fall of the Puget Sound tides and its effect on salmon spawning, you may have very little to say about *Who?* if your focus doesn't account for human involvement. On the other hand, some topics may be heavy on the *Who?*, especially if human involvement is a crucial part of the topic. Possible generic questions you can ask using the six journalists' questions follow:

- **Who?:**

  Who are the participants? Who is affected? Who are the primary actors? Who are the secondary actors?

- **What?:**

  What is the topic? What is the significance of the topic? What is the basic problem? What are the issues?

- **Where?:**

  Where does the activity take place? Where does the problem or issue have its source? At what place is the cause or effect of the problem most visible?

- **When?:**

  When is the issue most apparent? (past? present? future?) When did the issue or problem develop? What historical forces helped shape the problem or issue and at what point in time will the problem or issue culminate in a crisis? When is action needed to address the issue or problem?

- **Why?:**

    Why did the issue or problem arise? Why is it (your topic) an issue or problem at all? Why did the issue or problem develop in the way that it did?

- **How?:**

    How is the issue or problem significant? How can it be addressed? How does it affect the participants? How can the issue or problem be resolved?

The journalists' questions are a powerful way to develop a great deal of information about a topic very quickly. Learning to ask the appropriate questions about a topic takes practice, however. At times during writing an assignment, student may wish to go back and ask the journalists' questions again to clarify important points that may be getting lost in your planning and drafting.

Noting Pros and Cons

Once you know your topic for writing, develop ideas by pretending you're preparing for a debate. List all of the pros and cons you can think of related to your topic. When you have your lists of pros and cons, you can then decide whether to include one or both sides in your writing. For example:

Smoking Outside of Buildings

  Pros:
- Conforms with state legislation for no smoking in the interiors of public places
- Inconveniences smokers, perhaps an inducement to quit?

  Cons:
- Creates a wall of smoke that people need to walk through
- Businesses must purchase and maintain a place for smokers to discard matches and cigarettes
- Inconveniences smokers

http://owl.excelsior.edu/writing-process/prewriting-strategies/prewriting-strategies-other-techniques/

Prewriting is any activity that helps *you* create, develop, and organize ideas for writing.

Why bother with prewriting?
1. To find a definite direction for your writing assignment
2. To help organize your ideas *before* trying to write your first draft
3. To build off of ideas and think of new ones

Questions to ask yourself when beginning a writing assignment:
1. Were you given a topic, or can you choose one?
2. What is the purpose of this assignment? Are you informing, persuading, analyzing, entertaining, or summarizing for your readers?
3. What are the five W's of the assignment? Who? What? When? Where? Why?

In addition to teaching students to notice the physical "signposts" of a text, you might teach students to recognize patterns of writing that are often contained in textbooks or other pieces of reading. Here is a non-exhaustive list of the various patterns used in writing:

Generalization/Principle: a general statement followed by supporting ideas or arguments.

Chronological Sequence: a chronological list of events or actions. Some examples include historical accounts or the steps to balance a chemical equation.

Comparison/Contrast: a comparison of two or more things, such as the process of multiplication and division, or the role of women in World War I versus World War II.

Concept/Definition: the introduction of concepts such as anarchy, imaginary numbers, or conservation of energy, and then definition through greater detail and examples.

Description: the description of an event, process, or person, with elaboration on key characteristics.

Episode: the "who," "what," "when," "where," "how," and "why" of an event.

Cause/Effect: an explanation of various causes and their corresponding effects, such as the discovery of gold as one cause of Westward Expansion, or the addition of salt to water having an effect on the freezing and boiling points of water.

Problem/Solution: a description of a problem (such as a conflict between two characters, or insufficient supplies of petroleum) and a solution (how the characters resolved the conflict, an argument for alternative energy sources).

Post-Writing

We define post-writing as the step in the writing process where the written text is shared with other audiences, such as a peer-editor or the instructor or even with the general public.

The basic components of post-writing activities:

- Re-read your story, make sure sentences make sense.
- Add phrases to make the story flow smoothly (cohesion markers, pronouns, conjunctions).
- Eliminate "fluff" (unnecessary or redundant details).
- Proofread for spelling, vocabulary, grammar (checklist).
- Edit your paper (peer-editing, post-teacher editing).
- Share with audience (website, print, etc.).

Publishing

Publishing is optional and should be understood in the broadest sense of the word: sharing the author's written work with multiple readers or even viewers. Here are a few ideas for making student work public.

Publishing in written format:

- an online blog
- a wiki entry
- a printed or online class newspaper/newsletter
- a collection of poetry, short stor,y or mixed-genre writing

Publishing (Presentation) in oral format:

- filming a news report

- filming or producing a skit
- producing a theater play or variety show, either for just the class or for a larger audience (long-term writing assignments)
- poetry reading

Publishing or presenting written work can help focus learners' attention and motivation for writing: there is a real, legitimate communicative purpose for their work.

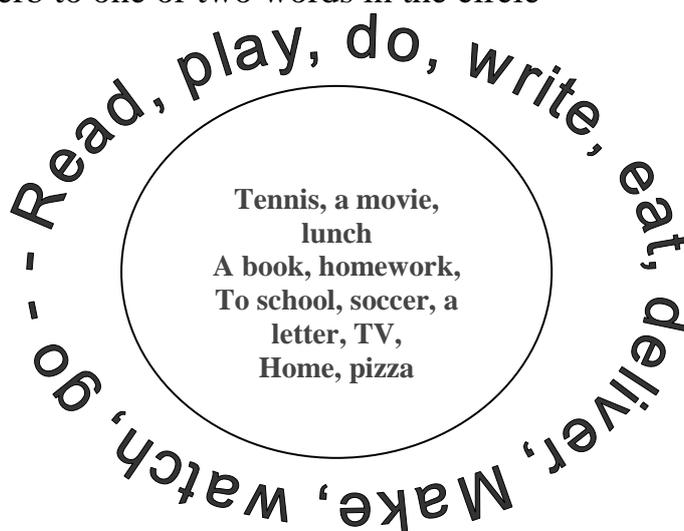Twenty questions. Ask yourself as many questions as you can think of about your topic.

I am an Alien

Pretend you are an alien recently arrived on Earth from another planet.

What would an alien wonder about or want to know about your topic? What would they find confusing or interesting? (This seems silly, but it can help you look at your topic from a different perspective). Make a list of what the alien would see and its reactions and questions.

How to present vocabulary

A.Draw lines from each verb to one or two words in the circle

Read, play, do, write, eat, deliver, Make, watch, go

Tennis, a movie, lunch
A book, homework,
To school, soccer, a letter, TV,
Home, pizza

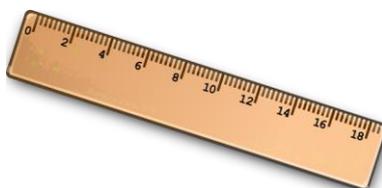Source: Maurer and Schonberg 1999, True Colors. Reprinted by permission of Pearson Education, Inc.

B.1. Which of the following is usually found in the classroom?
a.Subject b. wall start   c. caption   d. horoscope
2.She hated school, so she often _____.
a. played truant   b. expelled   c. failed   d. broke out
3.What is this?

a) a pencil sharpener   b) a set square   c) a ruler   d) a protractor
4.Which of the following is not a state school?
 a. primary school   b. a prep school   c. a comprehensive school   d. a Sixth-Form college
5.She`s in her first year at university. She`s _____.
a. a pupil   b. an apprentice   c. a scholar   d. an undergraduate
Source: Watcyn-Jones (1994), Target vocabulary 2.

C.Show the difference in meaning between these sets of adjectives by placing them in the correct position on the scale. Look at the example
Example
Common, rare, unique, unusual
One ⟷   many
A   B   C   D
Answer : A unique   B rare   C unusual   D common
1 damp, dry. humid, moist, soaked, wet
Wet ⟷   Dry

A   B   C   D   E   F
2 gigantic, huge, large, sizeable, small, tiny
Little   ⟷   Big
A   B   C   D   E   F

Source: McGrath and Prowse (1987), Extensions

D. Put the foods under the correct supermarket section

Potatoes, shrimp, duck, spaghetti, cheese, apples, tomatoes, butter, salmon, cherries, cornflakes, pork chops

Fruit and Vegetables	Dairy Products	Cereals and Pasta	Meat and Poultry	Fish and Seafood
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Source: Taylor et.al. (1994), Reflections (Workbook 1)

E. Can you complete these expressions? Use a dictionary for any you don't know
Example: d) <u>Sentence</u> -someone to ten years in prison
a. give   _____ a crime
b. release   _____ someone`s fingerprints
c. be found   _____ someone with murder
d. sentence _____ evidence
e. charge   _____
f. commit   _____ guilty
g. take   _____ a parking fine
h. put   _____ someone on probation
i. pay _____ someone on bail
2. Match the words with the definitions and make sentences. You may use your dictionary.
Example: A defendant is a person accused of a crime.
a. witness   1. defends people accused of serious crimes
b. barrister 2. where a trial is held
c. magistrate 3. Decides whether a person is innocent or guilty of a serious crime
d. jury   4. Gives evidence during case
e. court   5. tries people accused of minor offences
Source: Prowse and McGrath (1984), Advances

F. We expect a piece of written English to be more or less consistent: it can be a mixture of informal and neutral expression or it can be a mixture of formal and neutral expressions: but it should not mix informal and formal expressions.

Use the expressions given below to write out two versions of this text. The first version should be suitable for a magazine for young teenagers and the second for older readers.

1._____ somebody 2._____ something 3_____. You 4_____ expect the 5._____ to 6_____ it 7_____ 8_____ this 9_____ quite as easy as it 10_____. For 11_____, 12_____ people in the street, 13_____ them questions, and 14_____ them to 15_____ their pockets.

1.What if/Suppose 2.stole/nicked 3.of yours/that belonged to you 4. would almost certainly/ˋd 5. cops/ police 6.get/retrieve 7. For you/back you, wouldn`t you? 8. However,/But 9. isn`t/is not 10 may seem/sounds 11. one thing/instance 12.it might involve stopping/they`d probably have to stop 13. ask/asking 14 get/obliging 15. empty/turn out
Examples:
Text 1 What if somebody nicked something…
Text 2 Suppose somebody stole something…
  Source: Prowse and McGrath (1984), Advances

G   A. Use the definitions below to build words beginning un- or in- and ending – able or –ible. In some cases, you will need to omit the "e" at the end of the verb. Check the meanings of any words you don't know in your dictionary.

Example: Word
You can`t pronounce it: un/pronounce/able (not/ able to be/ pronounced)

1.You can`t bear it: _____
2.You can`t believe it: _____
3.You can`t tolerate it: _____
4. You can`t define it: _____
5.You can`t forgive it.   _____
6.You can`t forget it: _____

Source: McGrath and Prowse (1987), Extensions

H. Write the missing words in the sentences below. Choose from the following:

bed and breakfast	chalet	motel
boarding house	guest house	self-catering
campsite	holiday camp	spa
caravan	hotel	youth hostel

1.If you have a tent, you can always stay at a _____.
2.A_____ is a place with a spring of mineral water, where people go for their health-usually to try to cure various diseases.

3.In Britain you can stay the night at a _____ place. This is usually a private home and is fairly cheap. It is sometimes called a _____.

4.The Ritz is a famous _____ in London. So is the Dorchester.

5.A _____ is a large private home where you can pay to stay and have meals. These are common at seaside resorts.

Source: Watcyn-Jones (1994), Target vocabulary 2

I.The human body is made up of a number of components which can be grouped according to various criteria. Copy the word map on to a piece of paper. Now working with a partner, use the words below to complete the boxes in the word map.

calves, shoulder, liver, skull, muscles, bones, organs, soft tissues, joints, heart, knee

Source: Foley and Hall (1993), Distinction

J. Match the answers to the questions

1.What might you put off doing?   A.Bad teeth
2.If you eat too much what might you put on? B.Your friend`s little brother.
3.Who might you put up with?   C.16 hours a day
4.What might put you off smb.?   D.weight
5.If you were self employed, what might you put in? E.Homework

Source: McGrath and Prowse (1987), Extensions

Grammar exercises

A. Complete the sentences with a gerund using the following verbs

Practice   take   go   become   pass   get travel do
teach save

1.I`m worried about <u>taking</u> my exams.

2.I`ve often dreamed of <u>travelling</u> round the world.

3. We talked about ……….. married one day.

Source: Walker and Elsworth (2000), Grammar practice for elementary students

B. Complete the sentences, putting the verbs into the gerund or the to-infinitive.

1.<u>Eating</u> too many sweets is bad for you. (eat)

2.Do you want <u>to stay</u> here tonight? (stay)

3.I always enjoy …….at night. (read)

Source: Walker and Elsworth (2000), Grammar practice for elementary students

C. Make true sentences using these words:

never sometimes often   usually always

Example:

I have a drink before going to bed.

I usually have a drink before going to bed.

1.I wake up without an alarm. _____

2.I have a shower in the morning._____

3.I have tea for breakfast._____

Source: McGrath and Prowse (1993), Intermediate Grammar Helpline

D. What do you usually do in the morning? Finish these sentences.

1.I always _____.

2.I often_____.

3.I hardly ever_____.

Source: Gershon and Mares (1995), On Line (workbook)

E. Match these problems with the best advice

1.I can`t sleep at night.         Why don`t you take some aspirin?

2.I have trouble meeting people. You shouldn`t drink so much coffee.

3.I have a headache and a fever.   You ought to drive more slowly.

4.I was late again for work.   You should get an alarm clock.

5.I got another speeding ticket.   Maybe you should join a club.

Source: Gershon and Mares (1995), On Line (workbook)

F. Reply to these people and give advice. Use should/shouldn`t.

1.I am tired.   2.I have got toothache.   3.My back hurts.   4. I feel sick.

5. I have got a cold.   6.I have got a cough.

Source: Greenall (1997), Reward Elementary.

G. Unscramble these questions, then answer them in complete sentences with your own question.

Questions   Answers

1.classical music like you do?

_____ ?   <u>Yes, I really like it.</u>

2.kind you like of do movies what?

_____ ?   _____

3.in you are computers interested?

_____?   _____

Source: Gershon and Mares (1995), On Line (Workbook)

H. Most of these sentences have an error. Correct the errors you find.

1.Do you know when does the flight arrive?

2.Masako is not sure how long can she be away.

3.I wonder how long does the ship take to reach Shanghai.

4.Tell me where you want to go in Italy.

Source: Ellis and Gaies (1999), Impact Grammar

I. 1.Complete the table with sentences from conversation.

Sentences starts with a WH question	WH question is embedded in a sentence
• How can you get more value for your travel dollar? • •	• … what the All-continent travel club has for you. • •

2.Study the word order in the questions and statements. How is it different?

3.Can you say what is wrong with the sentence? (He wants to know what country am I visiting)

Source: Ellis and Gaies (1999), Impact Grammar

J.You are attending an international conference at which such issues as radical conflict, youth unemployment and the drought in Africa are being discussed. You want to comment on some of the points made by the various speakers. Choose the verb you would use. (In some cases, more than one answer may be correct)

Example: 1d

The speaker said: You say:

The speaker said:	You say:
Young black have a new sense of identity. They feel they are black first and British second.	1.You _____ that young blacks feel they are black first and British second. In my country… a. put forward c. told b. implied d. claimed
Racial conflict-and there is worse to come-is an inevitable result of racial discrimination.	2.You_____that there is more racial conflict to come. My impression is that_____.

	a. argued b. warned c. expressed d. commented
The politicians would like us to believe that the unemployed are the victims of economic forces. We know better. They are victims, all right, victims of political decisions.	3.You_____ that the unemployed are the victims of political decisions. Could you _____ a. suggested c. mentioned b. felt d. persuaded

Source: McGrath and Prowse (1993), Intermediate Grammar Helpline

K.Pretend you are Amy. Tell your mother about some of the conversations you had today. (These dialogs contain statements, instructions and questions. Change them into reported speech. Use any suitable reporting verbs)
1.Amy: Why are you so excited?
  May: I won $5000 in a lottery yesterday!
  Amy: Are you going to spend all the mother?
  May: No, I am going to put it in a bank.
I asked May why she was so excited. She said that she had won $5000 in a lottery the previous day. I asked her whether she was going to spend all the money. She replied that she was going to put it in a bank.
Source: Etherton and Kingston (1999), Oxford Certificate English 4.

L   Read these texts, then do the exercise below.
   a. Experts are trying to trace the source of salmonella poisoning which has killed three more at Bradwell hospital, Chesterton, Staffordshire.
   b. Pensioners Jim and Lilian Barbery enjoy colorful breakfasts at their home in Trefullock Moor, Cornwall… their hen Goldie has started laying bright blue eggs.
   c. Ticket collector Arthur Spicer, 25, was recovering in hospital yesterday after being stabbed in the chest and beaten about the head at Baldock Station, Herdfordshire.
   d. Police are investigating the theft of a necklace belonging to Lady Howe, wife of a former Chancellor of the Exchequer, from a hotel room in Newcastle upon Tyne on May 24.

In which of these sentences is the agent really necessary?_____
1.Two elderly patients at Bradwell Hospital have been killed (by food poisoning).
2 Three other patients have also been affected (by food poisoning)
3.Ticket collector Arthur Spicer, 25, was recovering in hospital yesterday after being stabbed in the chest (by someone).
4.A man is being questioned (by the police).
5.Blue eggs have been laid (by a Cornish hen).
6.The hen, formerly known as Goldie, has been renamed Bluebird (by her owners).

7. A necklace belonging to Lady Howe was stolen (by thieves) on May 24.

8. It had just been insured (by her husband) for $2000.

Source: McGrath and Prowse (1993), Intermediate Grammar Helpline

M. Rewrite these sentences in the passive.

1.Michelangelo painted the Sistine Chapel.

2.They grow cotton in Egypt.

3.They make Mercedes cars in Germany.

4.Hemingway wrote The Old Man and The Sea.

5.Verdi composed Aida

6.William I built the Tower of London.

Surce: Greenall (1997), Reward Elementary

N. B2 Complete these news items by changing the verbs either into the active or into the passive form of the present tense. Think carefully about the present perfect tense.

A school in America 1_____ (introduce) a new computer-assisted phone system so that parents can call in and find out what homework their children should be studying. The system 2_____ (use) a lot by the parents since it was introduced. The school says that students` work 3_____(improve) since the new system started. This new idea 4_____(welcome) by the parents. "We 5_____(learn) a lot more about the school recently" said one parent.

Source: Etherton and Kingston (1999), Oxford Certificate English 4.

Homework

Homework seems to be an accepted part of teachers' and students' routines, but there is little mention of it in ELT literature.

The role of homework is hardly mentioned in the majority of general ELT texts or training courses, suggesting that there is little question as to its value even if the resulting workload is time-consuming. However, there is clearly room for discussion of homework policies and practices particularly now that technology has made so many more resources available to learners outside the classroom.

- Reasons for homework
- Attitudes to homework
- Effective homework
- Types of homework
- Conclusion

Reasons for homework

- Homework is expected by students, teachers, parents and institutions.
- Homework reinforces and helps learners to retain information taught in the classroom as well as increasing their general understanding of the language.
- Homework develops study habits and independent learning. It also encourages learners to acquire resources such as dictionaries and grammar reference books. Research shows that homework also benefits factual knowledge, self-discipline, attitudes to learning and problem-solving skills.
- Homework offers opportunities for extensive activities in the receptive skills which there may not be time for in the classroom. It may also be an integral part of ongoing learning such as project work and the use of a graded reader.
- Homework provides continuity between lessons. It may be used to consolidate class work, but also for preparation for the next lesson.
- Homework may be used to shift repetitive, mechanical, time-consuming tasks out of the classroom.
- Homework bridges the gap between school and home. Students, teachers and parents can monitor progress. The institution can involve parents in the learning process.
- Homework can be a useful assessment tool, as part of continual or portfolio assessment.

Attitudes to homework

Teachers tend to have mixed feelings about homework. While recognising the advantages, they observe negative attitudes and poor performance from students. Marking and giving useful feedback on homework can take up a large proportion of a teacher's time, often after school hours.

- Students themselves complain that the homework they are given is boring or pointless, referring to homework tasks that consist of studying for tests, doing workbook exercises, finishing incomplete classwork, memorising lists of vocabulary and writing compositions. Where this is actually the case, the negative effects of homework can be observed, typified by loss of interest and a view of homework as a form of punishment.

- Other negative effects of poorly managed homework include lack of necessary leisure time and an increased differential between high and low achievers. These problems are often the cause of avoidance techniques such as completing homework tasks in class, collaborating and copying or simply not doing the required tasks. In turn, conflict may arise between learners, teachers, parents and the institution.

Effective homework

In order for homework to be effective, certain principles should be observed.

- Students should see the usefulness of homework. Teachers should explain the purpose both of homework in general and of individual tasks.
- Tasks should be relevant, interesting and varied.
- Good classroom practice also applies to homework. Tasks should be manageable but achievable.
- Different tasks may be assigned to different ability groups. Individual learning styles should be taken into account.
- Homework should be manageable in terms of time as well as level of difficulty. Teachers should remember that students are often given homework in other subjects and that there is a need for coordination to avoid overload. A homework diary, kept by the learner but checked by teachers and parents is a useful tool in this respect.
- Homework is rarely co-ordinated within the curriculum as a whole, but should at least be incorporated into an overall scheme of work and be considered in lesson planning.
- Homework tends to focus on a written product. There is no reason why this should be the case, other than that there is visible evidence that the task has been done.
- Learner involvement and motivation may be increased by encouraging students to contribute ideas for homework and possibly design their own tasks. The teacher also needs to know how much time the students have, what facilities they have at home, and what their preferences are. A simple questionnaire will provide this data.
- While homework should consolidate classwork, it should not replicate it. Home is the outside world and tasks which are nearer to real-life use of language are appropriate.
- If homework is set, it must be assessed in some way, and feedback given. While marking by the teacher is sometimes necessary, peer and self-assessment can encourage learner independence as well as reducing the teacher's workload. Motivating students to do homework is an ongoing process, and encouragement may be given by commenting and asking questions either verbally or in written form in order to demonstrate interest on the teacher's part, particularly in the case of self-study and project work.

Types of homework

There are a number of categories of useful and practicable homework tasks.

1.   Workbook-based tasks

Most published course materials include a workbook or practice book, mainly including consolidation exercises, short reading texts and an answer key. Most workbooks claim to be suitable for both class and self-study use, but are better used at home in order to achieve a separation of what is done in class and at home. Mechanical practice is thus shifted out of class hours, while this kind of exercise is particularly suited to peer- or self-checking and correction.

2.   Preparation tasks

Rarely do teachers ask learners to read through the next unit of a coursebook, though there are advantages in involving students in the lesson plan and having them know what is coming. More motivating, however, is asking students to find and bring materials such as photographs and pictures, magazine articles and realia which are relevant to the next topic, particularly where personalisation or relevance to the local context requires adaptation of course materials.

3.   Extensive tasks

Much can be gained from the use of graded readers, which now often have accompanying audio material, radio and TV broadcasts, podcasts and songs. Sometimes tasks need to be set as guidance, but learners also need to be encouraged to read, listen and watch for pleasure. What is important is that learners share their experiences in class. Extensive reading and listening may be accompanied by dictionary work and a thematic or personalised vocabulary notebook, whereby learners can collect language which they feel is useful.

4.   Guided discovery tasks

Whereas classroom teaching often involves eliciting language patterns and rules from learners, there is also the option of asking learners to notice language and make deductions for themselves at home. This leads to the sharing of knowledge and even peer teaching in the classroom.

5.   Real-world tasks

These involve seeing, hearing and putting language to use in realistic contexts. Reading magazines, watching TV, going to the cinema and listening to songs are obvious examples, offering the option of writing summaries and reviews as follow-up activities. Technology facilitates chat and friendship networks, while even in monolingual environments, walking down a shopping street noticing shop and brand names will reveal a lot of language. As with extensive tasks, it is important for learners to share their experiences, and perhaps to collect them in a formal or informal portfolio.

6.   Project work

It is a good idea to have a class or individual projects running over a period of time. Projects may be based on topics from a coursebook, the locality, interests and hobbies or selected individually. Project work needs to be guided in terms of where to find resources and monitored regularly, the outcome being a substantial piece of work at the end of a course or term of which the learner can claim ownership.

Conclusion
Finally, a word about the Internet. The Web appears to offer a wealth of opportunity for self-study. Certainly reference resources make project work easier and more enjoyable, but cutting and pasting can also be seen as an easy option, requiring little originality or understanding. Conferring over homework tasks by email can be positive or negative, though chatting with an English-speaking friend is to be encouraged, as is searching for visual materials. Both teachers and learners are guilty of trawling the Net for practice exercises, some of which are untried, untested and dubious in terms of quality. Learners need guidance, and a starting point is to provide a short list of reliable sites such as the British Council's <u>LearnEnglish</u> and the BBC's <u>Learning English</u> which provide a huge variety of exercises and activities as well as links to other reliable sources.

Josh's 7 Tips for Setting More Meaningful Homework Tasks.
1. Have a purpose and let it be known: A homework task not only needs to have a clearly defined purpose (e.g. enhancing fluency, improving reading, finding gaps in a student's knowledge, encouraging critical thinking, increasing input, etc.), but also needs the students (or their parents) to understand that purpose. If the teacher and the student both understand the purpose of the task then the task becomes more meaningful.
2. Personalize it: Once we have a purpose we can then start to personalize the homework. For example, if every student has to read the same chapter of a book for homework, does this mean that every student should have the same focus point? No, of course not. Some students might be slow readers, so their task might involve just re-reading the chapter again and again to help increase their reading speed. Other students might be faster or more advanced readers, so their task might include thinking about why the writer used certain words and then drafting a list of alternatives.
Note: There are so many ways we can personalize homework to suit the needs of the student – even when the students are doing the same activity. Try to give each student as much personalized care as possible.
3. Make it engaging: When setting homework tasks we should really strive to come up with ways to make these tasks more engaging. No one wants to do boring homework. Tap into your students' interests and use these ideas to promote learning.
Note: Sometimes teachers need to set certain homework tasks due to school or national policy etc., but this should not mean that we can't try to make these tasks engaging or novel in some way.
4. Time matters: This is a no-brainer – don't make homework tasks too long. Sure, we all know the importance of input and time-on-task for learning a second language (if you don't then check out my lectures on Frequency & Time and F.I.T.T), but this needs to be balanced with the student's time limitations. A busy businessperson usually does not have 2 hours a day to spend studying English, so why set 2 hours of homework? Wouldn't it be better to set 20 minutes of meaningful homework?

Note: Remember you need to consider time constraints *and* attention spans. An activity with a high cognitive load requires more focus (that's why tasks need to be interesting and engaging) than less demanding tasks – so asking a young child to watch a *Disney* film might be more feasible than giving the child one hour of grammar homework.

5. Empowerment, ownership, and choice: One of the goals of teaching should be to help your students acquire the valuable skill of self-regulation (i.e. the ability to monitor and control one's own behavior, emotions, or thoughts, altering them in accordance with the demands of the situation or academic pursuit). By allowing our students to have a say in which homework tasks are set we can actively empower our students and encourage them to take ownership of their own learning.

6. Make it possible: Students need to be able to complete the task (with limited assistance). This can help to build confidence *and* competence. **Note:** A task which is too hard may result in a loss of motivation. Also remember to give clear instructions and ensure that the students possess the required skills to complete the task.

7. X factor: Finally, a task should, if possible, have an X factor. You can create this by making tasks visually appealing, humorous, or novel in some way. If a task is enjoyable your students will probably be happy to do it.

In closing I would just like to say that homework does not need to be an individual pursuit. Why not set tasks that require group or partner participation? These types of activities have been shown to help enhance teamwork, collaboration, and communication skills. If you teach younger children why not set tasks that require parental participation (e.g. parent-child reading). Not only will this aid with language development, but it can also serve to strengthen the bond between parent and child.

Josh. *Keep English Real*

Find some more ideas about home tasks. Compare and contrast them.

Lesson plan frameworks

PPP (Present Practice Product) (explanation and sample)
A. Present - Practice - Produce (PPP)

PPP is recommended when introducing new grammar or vocabulary

1. Present
Teacher introduces a new grammar point or vocabulary set. There are many ways of doing this – see Section C and Section D for some examples.
2. Practice
Students do some exercises to familiarise themselves with new language. This will probably be 'controlled' exercises, where students are just adding relevant language to an exercise provided by the teacher or the course book. Typical exercises include: matching words and pictures, filling in gaps in sentences, or drilling sentences around the class.
3. Produce
Here, students do more 'free' practice, so use the grammar or words in their own sentences or dialogues. For example, they write a short story using new words, they talk about what they did the night before, they say what they will do in the school holiday.
A key feature of PPP is the movement from controlled and structured language to less-controlled and more freely used and created language. Another important feature of PPP is the reduction of teacher talk time and the increase in student talk time as the lesson progresses.
Sample Lesson Plan 1: PPP Present :: Practice :: Produce
This lesson plan focuses on students learning to use 'will' and 'going to' to express decisions about the future. The text referred to could be in the course book, or it could be something you write or download from the internet.
Present
a. Ask students to read a text, and identify the future forms 'to be going to + infinitive', 'will + infinitive'.
b. Put them in pairs, and ask them to see if they can work out how these forms are used (both are followed by the infinitive)
c. Put the correct answers on the board
d. Now ask them, still in pairs, why those forms are used in the text, and the difference in meaning between them ('going to' when you have already planned what you're going to do, 'will' when deciding at the moment what to do in the future)
e. Put the correct answers on the board
Practice
a. Ask the students to do some simple familiarisation exercises. These could be filling gaps in sentences or a dialogue, for example.
b. Then ask students to do an exercise where they have to choose either 'going to' or 'will'. When you check the answers, ask them why the answer is as it is.

c. These exercises can be got from the course book, or you can write them or download them from the internet.

 Produce

a. Ask the students to make their own sentences.

 b. First prompt them. You can ask questions like, 'What are you going to do after school today?' or 'Who'll come to the school party at the weekend?' ('I'll come!')

 c. Now put them in pairs or small groups, and ask them to make some little dialogues using going to and will, so they show they have understood the forms. Go round and help where necessary. Ask them to read out the dialogues to the class and ask the students to say if they have used 'going to' and 'will' correctly.

 Tip: You can structure the dialogues to make them more creative. For example, you can give them prompts like '2 thieves planning to rob a bank', 'planning a surprise party for your best friend', or 'planning the end of term school show'.

Considerations for designing a PPP lesson plan

Phase	Things to consider
Presentation	Will you present the language in context/abstractly? Will you use terminology (e.g. the names of tenses)? Which language will you use?
Practice	Will the exercises be oral or written? Will the exercises be productive or receptive? Will the exercises be done individually, in pairs or in groups? How will the exercises be corrected? / How will feedback be provided?
Production	How will you ensure that the activity will elicit the newly-taught form? Will the activity be oral or written? Will the exercises be done individually, in pairs or in groups? How will the exercises be corrected? / How will feedback be provided?

TTT (Test, Teach, Test)

TTT is a great way to strengthen and extend existing grammar or vocabulary

1. Test

Find out from the students what they already know or can remember about a certain area of grammar or vocabulary. This could be done by brainstorming, setting a short quiz, or asking the students some questions focusing on the target language.

2. Teach

Now you have an idea of what they can remember and what they can do with the language, you can teach what they have forgotten, and introduce new material to build their understanding and knowledge.

3. Test

Now test the students again on similar material to the first test, as well as on any extension work you have done. This will enable you to see if they are any better. Hopefully they will be!

Sample Lesson Plan.   TTT Test :: Teach :: Test

This lesson focuses on the vocabulary of jobs. For this lesson plan, we assume that students already know some jobs-related vocabulary, and the aim is to extend this knowledge and give them a context to practice it in.

Test

This game gives the class a chance to brainstorm what they already know, and so you can see how strong their current vocabulary is.

a. A-Z of jobs game. Ask 1 student to say the name of a job beginning with A, then the next one a job beginning with B, and the next C and so on – each one has 5 seconds to think of a new word. Last one remaining is the winner. Write the words on the board as you go.

b. Now ask them if there are any jobs there that were not mentioned – add to the board.

Teach

a. Now introduce a text where young people discuss jobs they would like to do in the future. In this text, the jobs are described, but are not stated.

b. Ask your students to say what jobs are being talked about from a list of possible job words. Some may already be on the board, while others will need explaining.

Another exercise here is to give your students a series of pictures and ask them to identify the jobs being shown.

c. Add all new words to the board. Check they have understood the meaning of the new words – you can just ask individual students questions here like, 'what job do you have if you fix people's water pipes?'

Test

a. Ask students to discuss or play games which will require them to use the words you have covered. Here are some things you could do:

- Ask students, in pairs or small groups, to say which 3 jobs they would or wouldn't like to do. Ask them to say why or why not.
- Ask students to list what they think are the 10 best paid jobs and 10 worst paid jobs from the list are. Or the most/least fun, dangerous, or interesting.

- Ask students to say what jobs they think they will do when they finish school, what jobs they think will be around, and if these are different to the jobs today.

b. Go round and listen, help out where required. Students report back on their or their partner's thoughts at the end of the exercise.

Lead-In, Main Activity, Follow-Up (LMF)

LMF is a great way to practise skills work, so reading, writing, speaking and listening.

Lead-In

This should be an exercise to raise student interest in upcoming activity. This could be a discussion on a relevant picture, some questions about their own experiences, or a story from you with some relevant language. You may also want to introduce some language which the students will need to understand a text you're going to give them ('pre-teaching').

Main Activity

Ask the students to do the skills work you have planned. For example, they might read or listen to a text and answer some questions, write a short letter, or do a speaking activity in which small groups of students have to solve a problem.

Follow- Up

Now focus on the language the students were using, and look at where they can improve. For example, you could look at what extra vocabulary could have helped, or reflect on some grammatical errors students made in their discussion and correct them together.

Sample Lesson Plan. LMF Lead-In :: Main Activity :: Follow-Up

Moral Dilemmas game

This lesson is for students who have studied conditional 2, and is a good extension and consolidation activity.

Lead-In

a. Present a 'moral dilemma', such as, 'You find a stranger's wallet in the street. It contains a driving licence and £200. What would you do?' Ask students to discuss in small groups of 3 or 4, and report back to you. Ask them about the language used. Elicit the 2nd conditional and why it is used (to describe imaginary situations in the present or future). Put the structure on the board ('If + 2nd form, would/could/might + infinitive).

Main Activity

a. Now give your students another moral dilemma, but tell them that this time they have to predict what the other people in their group would do.

For example, 'You have an important test the next day at school. You are talking to our teacher at the end of the class and you notice a copy of the test on his desk. He says he has to go to the toilet and leaves the room. What would you do?'.

Ask the students to write down their answers and then discuss what they would do. They then report back to you and the class how accurate their guesses were

b. Now tell students to make up 5 more moral dilemmas, and for each one write down what the others in the group would do. Walk round and help where necessary.

c. When students have done this, they then take it in turns to ask their group the questions, and note down whether the answers were right or not. They score a point for each correct answer.

d. You monitor the exercise, help out where required, and listen to the language

e. At the end, ask sts to feed back to the class, highlighting any stand out dilemmas and answers

Follow-Up

a. Give the students some feedback on their language, perhaps repeating some errors you heard for them to correct. Focus on the conditional structures, so the students.

b. If time, throw them some more questions, 'If you could live again, would you rather be rich or good-looking? Male or female? What job would you choose? Where would you live? Etc'

Practice

PPP – introduce the simple past – affirmative sentences
1. TTT – build on the simple past lesson above – include negative sentences
2. LMF – activate (1) & (2) by speaking about the past using the simple past

ESA. TESOL speaking lesson on socializing (the USA)

Level: Upper-intermediate (multilingual class)

Time: 55 minutes approx.

Assumptions: Students are familiar with the topic of informal and formal introductions, questions tags, making offers, and keeping a conversation going on varied topics such as likes and dislikes, jobs and occupations, music, travel and hobbies. They are also familiar and fluent with all tenses.

Material/aids: Handouts with activities and cue cards for role-playing

Procedure:

ENGAGE

Aim: Introducing the topic of socializing. Talking about personal experiences.

Time: 5 minutes – Interactive pattern: T-S; S

Introduce the students to the topic of socializing and ask the students if they have found it easy or difficult to start a conversation with a stranger in English. Allow the students to talk about their experiences, if any. Then, tell the students that in this lesson they will review different ways of starting a conversation.

STUDY

Aim: To present different ways of starting a conversation. Identify appropriateness.

Time: 20 minutes – Interactive pattern: S-S; Group work

Step 1: Pair students up and get them to brainstorm different ways of starting a conversation when meeting someone at a party or social event. Write the following headings on the board and have them categorize their answers. Give at least one example for each category.

Introducing yourself for the first time: How do you do. I'm Sherry Thomas. Nice to meet you.

Checking if you know someone: You're Susan's husband, aren't you?

Offering something to drink/eat: Can I get you something to drink?

Comments on the party/social event: Isn't it lovely music?

Step 2: Elicit their answers and add more examples if necessary. Write them on the board and discuss them with the class as a whole. (Note: You may need to review question tags structure and their appropriate intonation.)

Example:

Introducing yourself for the first time formally or semi-informally

How do you do. I'm Sherry Thomas. Nice to meet you.

Hello. I'm Pat.

My name is John, by the way.

Hi. I am Dustin. I'm a friend of Lilly's.

Checking if you know someone:

You're Susan's husband, aren't you?

Your name is Aaron, isn't it?

I think I've seen you somewhere before.

I think we've met at John's party last year.

Haven't we met before?

Aren't you a friend of Vilma's?

Offering something to drink/eat:

Can I get you something to drink?

Would you like one of these cup cakes?

Do you want a coke?

Comments on the party/social event:

Isn't it lovely music?

It's a fantastic party, isn't it?

I loved the documentary they showed. Great job!

Step 3: Hand out the following list of conversation openings and have the students give their opinion on what is acceptable or inappropriate when meeting people for the first time in a formal or semi-informal situation. Have them discuss why they are not appropriate.

a. Hi, babe! You look great! My name is Mark, by the way.

b. Pleased to meet you. My name is Alex McDonald.

c. Hi. I like your shoes. Where did you buy them?

d. Who are you?

e. Hello. What's your name?

f. Your jacket is gorgeous. How much did you pay?

g. Hi! What's up?

(Note: It is not polite to use very direct or intrusive conversation openings as well as asking a stranger how much he earns or paid for something.)

ACTIVATE

Aim: To develop the students' speaking skills by role-playing and discussion.

Time: 25 minutes – Interactive pattern: S-S; Group work

Step 1: Role-play

Give each student a card with personal information. Choose names and details of famous people and who are still alive. Students go around the class, pretending they are at a cocktail party and making conversation with at least 3 other people. Tell them they have to use some of the phrases discussed in the Study Phase of this lesson, and that they have to make sure that the conversation flows and does not stop at the first few exchanges. It may take the direction they want.

Step 2: Discussion

Students discuss the following questions in pairs or mini groups:

a. How do you greet your elders in your country?

b. How do you greet people of your own age?

c. Are there any questions/topics that should be avoided when you meet someone for the first time? Are there any questions/topics that you should not forget to mention when you meet an acquaintance?

Taken from : http://esl-lesson-plans.ontesol.com/tesol-speaking-lesson-on-socializing/

Task based language teaching

A Study of TBLT Approach: An Experiment of Sample Lesson and Preparing Lesson Plan for EFL Classroom

Serajum Munira

Syeda Afsana Ferdousi

Shavelson and Stern (1981:478) suggest that tasks design should take into consideration the following elements:

1. Content--the subject matter to be taught
2. Materials--the things that learners can observe/manipulate
3. Activities--the things the learners and teacher will be doing during the lesson
4. Goals--the teacher's general aim for the task
5. Students--their abilities, needs and interests are important.
6. Social community--the class as a whole and its sense of "groupness"

The design of a task –based lesson involves consideration of the stages or components of a lesson that has a task as its principal component.

1. Pre-task it concerns the various activities that teachers and students can undertake before they start the task

2.During -task it centers around the task itself and various instructional options.

3.Post-task it involves procedures for following up on the task performance

How Should a Lesson Be Designed Guided By Task-Based Teaching

The researcher would like to use the framework for designing the task-based lessons and her teaching experience to demonstrate her ideas.

Framework for Designing Task-Based Lessons

Phase	Examples of options
A pre-task	Framing the activity Planning time Doing a similar task
B during –task	Time pressure Number of participants
C post-task	Learner report Consciousness raising Repeat task

A Brief Description of The Task-Based Lesson

Pre-task

This serves as an introduction to the topic and task.

The Task Cycle

This cycle has three essential phases and one further optional phase.

a. Task

A task is a goal-oriented activity in which learners achieve a real outcome. According to Willis, (1996, pp 26-28), there are six main types of tasks[12]:

1. Listing
2. Ordering and sorting
3. Comparing
4. Problem solving
5. Sharing personal experiences
6. Creative tasks

b. Planning

Having completed the task, students prepare report on the outcome. Now the emphasis is on organization and accuracy. The teacher advises students on language and helps them correct any errors they make during this phase.

c. Report

Some or all of the groups report briefly to the whole class. The others listen in order to compare findings or conduct a survey. The teacher may rephrase but not correct the language.

d. Optional post task listening

This phase allows students to listen to native speakers doing the same task and to compare the language

Language Focus Analysis

Learners focus on form and ask questions about language features.

Practice

Teacher conducts activities based on the analysis work or examples from the text or transcript.

These conditions: exposure to real language, opportunities for real use of language, motivation and focus on language are provided for at each phase of the task based learning framework as illustrated by Willis (1996, p60) [13]:

PRE-TASK

Exposure ----------------- Introduction to topic and task instructions

TASK CYCLE

Use & exposure -------- Task

Focus on form----------- Planning -------- feedback

Use & exposure -------- Report -------- feedback

Exposure ---------------- (Listen to task recording)

LANGUAGE FOCUS

Exposure ---------------- Analysis

Focus on form---------- Practice -------- feedback

Lesson plan on TBL done by Kukibayeva Mahliyo

Course title: Communicative vocabulary

Level: intermediate

Topic: Job interview

Time: 80 minutes

Materials: Handouts1,2,3, audio material, overhead projector and worksheets for role play

Objectives:

- To enhance students' vocabulary related to the topic and allow them to use topical vocabulary in context
- To practise language skills in an integrative way
- To improve students communication and cooperation skills via an authentic task

Warm up activity

Time:10 min

Material: Handout 1

Modes of interaction : individual, pair work, whole class

Procedure: Teacher tells the topic 'Happiness' and brainstorms students ideas about ingredients for happiness. Teacher announces the technique "think , pair and share". Students are given 1 minute to think , 1 minute to work with their pairs and teacher elicits answers and encourages all pairs to give ideas.

Teacher may ask questions in order to clarify or to support the presenters. Teacher shows ready slide with list of ingredients which the last one is job satisfaction and students discuss similarities and differences between their lists.

Pre-task activity

Activity 1

Time: 5 min

Material:

Mode of interaction: pair work

Teacher pairs the students up and distributes handouts with words related to the topic to match them with their definitions. In 2 minutes Teacher shows the exercise on the slide and pairs present their answers.

Activity 2

Time 10 min

Material: handout 2

Mode of interaction: individual

Teacher distributes handout 2 and asks students to read it quickly and fill in while listening to the conversation about a successful job interview.

Answer key for the listening task :

1.An interview	2. Up-to-date	3Employers	4.Newspapers	5.Sleep
6.Right clothes	7.Ten minutes	8.Extra nice	9.Sit down	10.smoke

Task 1

Time: 10

Materials: Posters, markers,

Mode of interaction: group work

Useful tips for a successful job interview. Teacher divides the class into groups of four with their certain roles in the team (a spokesperson, time-keeper, language minister and secretary) and explains their roles. Teacher provides posters and markers and asks students to develop useful tips for a successful job interview.Teacher has a back seat role in the task completion process so she observes them.

Post task activity

Time:10

Product: poster presentation

Teacher asks students to present their tips on a successful job interview.

Task 2.

Role play on the topic job interview

Level: intermediate

Time: 35 minutes

Objectives:

-To enhance and practise vocabulary related to thetopic.

-To practise the ability of presenting personal information and life experience via an authentic task

-To practise Present perfect simple and continuous in context

Material: worksheets

Role play Instructions

Hand out the dialogue woksheet one per pair and give them a minute to read through.

Do a demonstration yourself with one student. Take the part of interviewer make sure that they stand up shake hands and act it out well.

Get them to swap over and do it a second time without the dialogue if possible.

Working with worksheet A.

Tell the student that you have the five the most difficult job interview questions. Elicit suggestions to see if they can guess what they are. Hand out the worksheets and tell them to match the questions to the answers.

Answers: 1) c 2) d 3) b   4) e   5) a.

Next ask them to discuss the questions below for 5 minutes and get feedback.

Working with worksheet B.

Tell the students to find out from their partner what job s/he would like to do and to make notes in the box provided make sure that they understand that is not the job interview just preparation. Refer them to the example, and encourage them to use correct question forms. Allow 5-8 minutes and monitor well.

Working with worksheet C.

Read through C with them and get a few examples of possible questions using the prompts in the target language box.Then tell them to decide who is going to interview who first. If possible send the applicants out of the room, and get the interviewer to start by greeting the applicants in the corridor and then bringing them into the classroom for the interview.

Post task suggestion:

Students tell the class whether their partner got the job or not and why.Teacher might also want to elicit which questions were difficult to answer and why.

Handout1

- o Good health in mind and body
- o A loving marriage
- o No money worries
- o Supportive family
- o Lots of friends
- o A big house
- o Regular holidays
- o Hobbies and leisure activities
- o Job satisfaction

Handout 2

Match the words with definitions

1. career	a) A formal usually written request for something such as a job , place at university or permission to do something
2 occupation	b) an ability to do something well
3 post	c) particular level of skill, knowledge in a subject that makes you suitable for a particular job or position.
4 profession	d) someone who is paid to work for someone else, worker
5 CV	e) curriculum vitae short written document that lists your Education and previous jobs
6 employer	f) person or organization that employs people

7 employee	g) a job that needs a high level of education and training
8 qualification	h) a job, especially an important one in a large organization
9 skill	i) job or profession in general
10 application	j) job or profession that you have been trained for and which you do along time

Handout 3

You will hear a radio interview with a woman advising people on how to get a job. Read the following sentences then listen to the tape and fill in the missing parts.

The two problems for those seeking work are getting [____1____] and performing well at it.

It's important that your CV is [____2____]

Once you've got a CV you should send it to possible [____3____]

To find a job you should first look in [____4____] regularly.

The night before the interview you should get enough [____5____]

For a job interview you should wear the [____6____]

Make sure you arrive for the interview [____7____] early.

You should also be [____8____] to the receptionist.

Don't [____9____] before the interviewer asks you to do so.

During the interview, you should not [____10____] or chew gum.

Worksheets for role play

✂ -

Job interview 2
Starting the interview

Role Plays for Today

Stand up and practise the start of the interview with your partner. Decide what to say in the gaps (don't write). Shake hands when you meet. Smile and be friendly! Swap roles and do it twice.

Interviewer: Hello! You must be ...

Applicant: Hello! Nice to meet you.

Interviewer: Pleased to meet you. My name is ... I'm the ... of the company. Come this way. Did you find the office OK?

Applicant: ...

Interviewer: Have a seat. Would you like a tea or a coffee?

Applicant: Yes please. I'll have a ..., thanks.

Job interview 2

A The five most difficult questions

Match the answers A–E to the questions:

1) What are your weaknesses? ☐

2) How do you deal with criticism? ☐

3) What do you think of your last manager? ☐

4) Why did you leave your last job? ☐

5) What salary are you looking for? ☐

Which are good answers and which are bad? Why?

Which is the best answer? Why?

Can you think of improvements for the bad answers?

A) What's the most you'll pay?

B) She had a very different personality to me, although I think we understood each other well. Sometimes she would offer good advice, and sometimes she would be a bit too negative.

C) I've been doing this job for a long time, so I don't really have any. Everything I do, I do well.

D) Actually, I'm used to it. So I deal with it really well. It's important to tell somebody if they're doing something wrong, and that's the manager's job, right?

E) It didn't challenge me enough. I wanted more responsibility, and nobody could offer it to me.

B Preparation for the interview

Ask your partner about a job that s/he would like to do. Don't start the interview yet! Make notes here:

Example

Job name:
Fashion designer (Versace)
e.g. *What job would you like to do?*

Location: New York, LA, Paris (travelling)

Hours: 35–45 per week

Duties: design new clothes twice a year; train new designers; buy materials from all over the world; meet company director regularly; do interviews with the press

Salary / wages: £80,000

Necessary skills: ability to draw; ability to work fast, under pressure; creativity; ability to use a computer well

Necessary experience: 3 years in the fashion industry minimum!!

Job name: _____

Location: _____

Hours: _____

Duties: _____

_____

_____

Salary / wages: _____

Necessary skills: _____

_____

_____

Necessary experience: _____

_____

_____

Now interview your partner for this job. Ask him/her lots of questions. Use the ideas from the Target language. Also, remember to ask the five most difficult questions!!

When you have finished, decide:

1) Does she / he get the job?

2) Why? Why not?

Target language – questions to ask:
- have / experience?
- what / duties / now?
- best skills?
- your personality?
- have / questions for me?
- job / now?
- hours / now?
- why / this job?
- your strengths?

References:
1. New headway intermediate, students book, unit 2, by Liz and Joan Soars
2. Enterprise intermediate, course book, unit , 1listening task on p14, by Virginia Evans and Jenny Dooley
3. Role plays for today, unit 4 p 56, by Jason Anderson

Content and Language Integrated Learning (CLIL)

Content and Language Integrated Learning (CLIL) has become the umbrella term describing both learning another (content) subject such as physics or geography through the medium of a foreign language and learning a foreign language by studying a content-based subject. In ELT, forms of CLIL have previously been known as 'Content-based instruction', 'English across the curriculum' and 'Bilingual education'.

- Why is CLIL important?
- How does CLIL work?
- The advantages of CLIL
- CLIL in the classroom
- The future of CLIL
- Where is CLIL happening?

Why is CLIL important?

With the expansion of the European Union, diversity of language and the need for communication are seen as central issues.

- Even with English as the main language, other languages are unlikely to disappear. Some countries have strong views regarding the use of other languages within their borders.
- With increased contact between countries, there will be an increase in the need for communicative skills in a second or third language.
- Languages will play a key role in curricula across Europe. Attention needs to be given to the training of teachers and the development of frameworks and methods which will improve the quality of language education
- The European Commission has been looking into the state of bilingualism and language education since the 1990s, and has a clear vision of a multilingual Europe in which people can function in two or three languages.

How does CLIL work?

The basis of CLIL is that content subjects are taught and learnt in a language which is not the mother tongue of the learners.

- Knowledge of the language becomes the means of learning content
- Language is integrated into the broad curriculum
- Learning is improved through increased motivation and the study of natural language seen in context. When learners are interested in a topic they are motivated to acquire language to communicate

CLIL is based on language acquisition rather than enforced learning

- Language is seen in real-life situations in which students can acquire the language. This is natural language development which builds on other forms of learning
- CLIL is long-term learning. Students become academically proficient in English after 5-7 years in a good bilingual programme
- Fluency is more important than accuracy and errors are a natural part of language learning. Learners develop fluency in English by using English to communicate for a variety of purposes
- Reading is the essential skill.

The advantages of CLIL

CLIL helps to:

- Introduce the wider cultural context
- Prepare for internationalisation
- Access International Certification and enhance the school profile
- Improve overall and specific language competence
- Prepare for future studies and / or working life
- Develop multilingual interests and attitudes
- Diversify methods & forms of classroom teaching and learning
- Increase learner motivation.

CLIL in the classroom

CLIL assumes that subject teachers are able to exploit opportunities for language learning. The best and most common opportunities arise through reading texts. CLIL draws on the lexical approach, encouraging learners to notice language while reading. Here is a paragraph from a text on fashion:

The miniskirt is a skirt whose hemline is high above the knees (generally 200-300 mm above knee-level). Its existence is generally credited to the fashion designer Mary Quant, who was inspired by the Mini Cooper automobile, although André Courrèges is also often cited as its inventor, and there is disagreement as to who invented it first.

The language to be looked at in a passage like this falls into three categories - subject specific, academic and other lexis including fixed expressions and collocations:

Subject specific	Academic	Other language
miniskirt	credited	above the knee(s)
hemline	designer	credited to

knee-level	cited	inspired by
fashion designer	invented	cited as
		disagreement as to

The treatment of this lexis has the following features:
- Noticing of the language by the learners
- Focus on lexis rather than grammar
- Focus on language related to the subject. Level and grading are unimportant
- Pre-, while- and post-reading tasks are as appropriate in the subject context as in the language context.

The future of CLIL

There is no doubt that learning a language and learning through a language are concurrent processes, but implementing CLIL requires a rethink of the traditional concepts of the language classroom and the language teacher.

The immediate obstacles seem to be:
- Opposition to language teaching by subject teachers may come from language teachers themselves. Subject teachers may be unwilling to take on the responsibility.
- Most current CLIL programmes are experimental. There are few sound research-based empirical studies, while CLIL-type bilingual programmes are mainly seen to be marketable products in the private sector.
- CLIL is based on language acquisition, but in monolingual situations, a good deal of conscious learning is involved, demanding skills from the subject teacher.
- The lack of CLIL teacher-training programmes suggests that the majority of teachers working on bilingual programmes may be ill-equipped to do the job adequately.
- There is little evidence to suggest that understanding of content is not reduced by lack of language competence. Current opinion seems to be that language ability can only be increased by content-based learning after a certain stage.
- Some aspects of CLIL are unnatural; such as the appreciation of the literature and culture of the learner's own country through a second language.

Until CLIL training for teachers and materials issues are resolved, the immediate future remains with parallel rather than integrated content and language learning. However, the need for language teaching reform in the face of Europeanisation may make CLIL a common feature of many European education systems in the future.

Total Physical Response (TPR)

The Ultimate Guide to Total Physical Response Lesson Plans
fluentu.com/educator/blog/total-physical-response-lesson-plan/

It appears that this TPR thing is not just a passing fad. Although other trends have come and gone, TPR (Total Physical Response) has held steady as one of the preferred language teaching methodologies, ever since it was first introduced in the 1970s. If it is well-planned and effectively executed, TPR can lead to improved language acquisition, especially among younger learners . This is attributed to the fact that TPR most closely mirrors the way we acquire our first language from our

parents at home. TPR needs to be thoughtfully planned and mindfully executed to be truly effective. But if the orchestrated chaos of TPR is new to you, we've got you covered. Here are some basic guidelines to create a lesson plan that both you and your students will love! Engaging Activities and Techniques to Include in Y our TPR Lesson Plan The heart and soul of a TPR lesson plan are in the activities. A good TPR lesson hums with energy and excitement, fueled by physical movement and immersive sparkle. The good news is that most TPR activities are quite simple. Once you have mastered them, you can use them over and over . You can use any combination of the activities listed below , though some are a more natural fit to be used together . Some suggestions are a simple pairing of words and movement, while others involve telling a story (TPRS). You can focus on just one strategy , or incorporate several. T o start, try out a few different sequences and see how they work.

- A version of "Simon Says." Good old-fashioned "Simon Says" is the perennial go-to for physical vocabulary learning. Try a new twist on this old favorite by making it into a team game.

- Songs. Songs paired with action verbs are a natural way for students (and kids especially) to absorb new vocabulary! They are easy to create: just take a few phrases of the target vocabulary and set them to the tune of a familiar song. Or check out this website for simple children's songs in a variety of target languages.

- Improve theater . Stories are a popular and fun method of teaching TPR vocabulary .

- Tell a story paired with appropriate actions and gestures, and then have students act it out as you tell it again. Make it even more fun by adding things like costumes, pictures and props. You will find lots of other strategies for TPRS (Teaching Proficiency through Reading and Storytelling) here.

- Pop-up grammar . One common criticism of TPR is that it neglects the explicit teaching of grammar concepts. But grammar is best learned in the context of natural communication. The technique of "pop-up grammar" can be used easily in conjunction with the activities on this list, such as songs or improve theater .

Simply pause for 5 seconds (no more than that!) to explain grammar rules in the context of the conversation or story .

- You can ask students to point out differences they notice as these relate to things like plurals, subject-verb agreement and past tense. Or you can point out these differences once you are confident that the students have mastered the target phrases. You may think that you can't really teach them anything in 5 seconds, but you will be surprised at how memorable these brief grammar lessons are when presented in context.

- A check for understanding with "true or false" statements. Make ten statements about a story and have students determine whether these statements are true or false. You could have students write down the answers or simply move to a different side of the room based on their answers.

7 Steps to Creating a Winning TPR Lesson Plan

1. Identify your standards and objectives.

Y ou can't create a successful road map without knowing your destination first! What do you want your students toknow and to be able to do by the end of the lesson? If you need help with this, check out the ACTFL standards.

2. Identify the vocabulary that will be taught and make a list.

Now that you have a lesson objective, determine what vocabulary the students will need to meet that objective successfully . Brainstorm a list of terms as you can think of initially . You can always eliminate some of them later if it seems like too much.

3. List out an array of possible TPR activities.

Refer to the list above to find some great ideas for activities. The more, the better! If you are teaching colors, prepare a simple song about the colors and practice it. If you want to use a story , create it and practice it, or find a simple story in a book and become familiar with it. Remember that you will not want your students to do the same thing for too long. The last thing you want is for your students to get bored.

4. Prepare any materials you need.

For example, if you are doing improve theater about food and cooking, you could find some play food and come up with some fun costumes such as aprons, oven mitts and/or chefs hats. If you are planning to ask questions to check for understanding, write these down. Other items you may consider finding or creating could include audio recordings or flashcards.

FluentU is a great one-stop source for songs, stories and other media useful for TPR activities. FluentU takes real world videos—like music videos, movie trailers, news and inspiring talks—and turns them into personalized language learning lessons. You can easily search for videos and other content by topic or vocabulary .

5. Formulate an instructional sequence that makes sense.

Each activity in the sequence should build on the previous activity . You will probably want to start by teaching high frequency abstract phrases ("there is," "he goes," "she wants," etc.) which can't be easily acted out. Y our earlier activities will focus on teaching the vocabulary, while later ones should lend themselves to practicing what students have learned. A story can provide an organic framework for an activity sequence.

6. Articulate how you will assess or check for understanding.

By the end of the lesson, you will need to have a good idea of how well the students have mastered the lesson objective. There are many ways that you can assess within the framework of TPR, such as TL questions about the story , teacher retell with errors or a fill-in-the-blank cloze activity .

7. Finish with a simple and engaging "homework" assignment.

You could perhaps avoid actually calling it "homework" (why ruin the fun?), but a simple task to do on their own can help students retain what they have learned. They could create their own stories with the new vocabulary , or you could ask them to give a simple retelling of the story to their family .

Let the Fun Begin: Carrying Out Y our TPR Lesson Plan

Once you have completed all your planning and preparation, it is time to deliver . Here are some steps to follow for carrying out your TPR lesson plan.

1. Consider playing some background music to help students focus better . Soft classical music is ideal for increasing attention levels in the classroom.

2. Pre-teach abstract high-frequency phrases by writing them on the board.

3. Go through your sequence of activities. T ry to relax and have fun so your students will, too! With so many activities and so much speaking, it is easy to become frazzled and forget what is coming next. Consider prerecording the sequence of events so that you won't have any trouble remembering what you are doing next. The recording can be paused as needed, freeing you to concentrate on coaching the students.

4. Assess their understanding of the lesson and their mastery of the learning objective.

5. Finish by giving them a task to complete on their own at home. This task will help them practice and remember the new vocabulary they have learned.

-Don't focus on making corrections. Your students will participate more openly if they know they can communicate in a natural, non-evaluative environment. This kind of open communication is one of the hallmarks of successful TPR.

-Also try not to teach too many words or concepts at once . Students will become over-whelmed and confused. Isolate a few details and focus on those so that they will be easy for your students to remember. For example, once they have mastered actions in the present tense, try introducing them to the past.

-Use simple gestures to show the difference between past and present, and speak with emphasis on the changes in the verb.

-Don't be afraid to have fun and be silly . Exaggerate the language and turn it into a joke whenever possible to hold interest.

-Although TPR may feel strange to you at first, you will develop your own style and become more comfortable as you keep doing it.

Project based learning and teaching (PBL)

According to Bülent Alan and Fredricka L. Stoller "Projects that are structured to maximize language, content, and real-life skill learning require a combination of teacher guidance, teacher feedback, student engagement, and elaborated tasks with some degree of challenge" students are actively engaged in information gathering, processing, and reporting over a period of time, and the outcome is increased content knowledge and language mastery. In addition, students experience increased motivation, autonomy, engagement, and a more positive attitude toward English. Projects that are structured to maximize language, content, and real-life skill learning require a combination of teacher guidance, teacher feedback, student engagement, and elaborated tasks with some degree of challenge.

One way to maximize the potential benefits of project work is to follow the ten-step process advocated by Stoller (1997) and Sheppard and Stoller (1995).

The ten steps are presented below.

Step 1: Students and instructor agree on a theme for the project

Step 2: Students and instructor determine the final outcome of the project

Step3: Students and instructor structure the project
Step 4: Instructor prepares students for the demands of information gathering
Step 5: Students gather information
Step 6: Instructor prepares students to compile and analyze data
Step 7: Students compile and analyze information
Step 8: Instructor prepares students for the language demands of the final activity
Step 9: Students present the final product
Step 10: Students evaluate the project

Transferable features of the project work, in the form of recommendations for EFL teachers and materials writers, who attempt to integrate project-based learning into their own curricula, appear below.
• Devise projects with students' immediate and future language needs and content interests in mind, while at the same time remaining vigilant of institutional expectations and available resources.
• Specify language, content, task, skill, and strategy learning objectives in line with students' needs and institutional expectations to maximize the benefits of the project.
• Strive to engage students in all stages of the project. Begin by giving students the chance to structure parts of the project, even if those contributions are small, with the aim of building a sense of student ownership and pride in project engagement.
• Design and sequence tasks with great care. Make sure that (1) skills are integrated to achieve real communicative purposes, (2) students are obliged to use various strategies for meaningful aims, (3) critical thinking is required for successful task completion, and (4) students are held accountable for content learning.
• Integrate tasks that require both independent and collaborative work. Help students reach agreement about different team member responsibilities. Students should view each other as single links in a chain that unite, through exchanges of information and negotiation of meaning,
to produce a successful project outcome.
• Be sure to plan an opening activity that promotes students' interests, taps background knowledge, introduces important vocabulary, and builds up expectations for the final activity.
• Take advantage of Steps 4, 6, and 8 to provide explicit instruction so that students not only improve their language abilities but also excel in the information gathering, processing, and reporting stages of the project.
• Allow time for feedback at the conclusion of the project and at other critical junctures as well.

Project-work topics fall into a wide range of categories, including the six below.
Although topics are essentially limitless, the key to effective project work is the selection and definition of topics that will sustain student interest and engagement for the duration of the project. They should vary in response to curricular objectives and student needs.
1.Mainstream class subject matter: Project-work topics can complement themes covered in mainstream classes.

2.Vocational topics: Project-work topics can be connected to students' vocational interests.

a. The promotion of regional tourism (tourism)

b. A holiday menu for people with various dietary needs (food services and catering)

c. Adjusting to a new job: Guidelines for new service workers (retail and service work)

d. Dental problems: What's a tourist to do? (dental technology)

e. Advances in computer technology (computer technology, mechanics)

f. Trends in teenage buying (business)

3.Sociopolitical issues: Project-work topics can be tied to students' sociopolitical interests.

One good starting point for developing projects with sociopolitical overtones is the set of lessons found in Language and Civil Societies and Language and Life Sciences

a. Gender roles

b. Rights of the handicapped

c. In defense of human rights

d. Fighting crime in urban areas

e. Drug trafficking at the international level

f. Freedom of speech and press

4.General human interest topics: Project-work topics can be linked to general human interest topics, dependent largely on students' ages, maturity levels, interests, and concerns.

a. Animal communication

b. Sports and youth

c. Population growth

d. Famous individuals

e. Stem cell research

f. Family album

5.Local issues: Project-work topics are often informed by local issues.

a. Deforestation

b. Profiles of minority groups

c. English language teaching centers: Pros and cons

d. Youth union membership

e. New monetary systems

f. Economic crises and solutions

6.Global issues: Project-work topics often are defined by global issues that are of interest to students.

a. International terrorism

b. International efforts to fight air, water, and noise pollution

c. International efforts to turn global warming around

d. AIDS, malaria

e. Civil wars

f. Water shortages

Final outcomes of Projects: some possibilities

Brochure	Oral presentation
Class newspaper or wall newspaper	Pin and string display
Bulletin board display	Poster
Debate	Research paper
Graphic display	Scrapbook
Guide book	Simulation
Handbook	Survey report
Information packet	Theatrical performance
Letter	Video or film
Maquette	Website
Multimedia presentation	Written report

PRELIMINARYCONSIDERATIONS: Before planning a project for your students, be sure that you can answer questions such as these.

• How will my students benefit from project work in terms of language improvement (reading, writing, speaking, listening, vocabulary, grammar), content mastery, study skills, reallife skills, strategy use, etc.?

• How will project work assist me in satisfying program objectives? Which program objectives are likely to be met by project work?

• Is project work best incorporated into my course by integrating it into an existing instructional unit or by creating a separate stand-alone project?

• Does my classroom setting—defined by student needs, student abilities, time factors, available resources, and program expectations—lend itself best to a structured project (defined and planned entirely by the teacher), a semi-structured project (defined and planned by the teacher with students), or an unstructured project (defined and planned by students)?

• Which specific language skills, if not all of them, should be given priority to best meet students' current and future needs?

• How much time, in and out of class, can I allot for project work? How will this time allocation impact my planning? Realistically, what can the class accomplish in the time that is available?

Full version of the article you can get from

Bülent Alan and Fredricka L. Stoller "Maximizing the benefits of project work in foreign language classroom", English Teaching Forum, volume 43, number 4, 2005

Sample Lesson plans set for a project work
Dilfuza Yuldasheva, Yana Kuchkarova
Project work: National symbols of the UK and Uzbekistan

Objectives:
- develop an ability to utilize the skills of listening, speaking, reading and writing for the purposes of obtaining and providing information
- be able to read/listen, comprehend, and respond to authentic materials when the topic and language are reasonably familiar
- be able to express themselves clearly but at a basic level in oral presentations
- develop writing, reading, listening, and speaking skills in integration through.
- develop an ability to compare and contrast their native culture and the target culture
- develop tolerance and empathy towards otherness.

Level: pre-intermediate
Total time: 80 minutes
➢ **Activity 1**
Time: 15 min.
Material: http://learnenglish.britishcouncil.org/en/word-street/four-nations
Objective:
- Develop listening comprehension
- To increase Intercultural awareness
- Improve note taking skills.

Procedure: Ask to take notes while watching and listening to the podcast.
➢ **Activity 2. Class discussion**
Objective:
- To improve speaking skills
- To raise cultural awareness

Time: 10 min
Procedure: Ask students the following questions.
Material: flipchart, board, marker

Questions
1. What is the topic we are going to explore today?
2. What is symbol?
3. What symbols did you notice during the listening?
4. What do they symbolise?
5. Why should a nation have symbols?
6. What can symbolise a nation?
Suggested answers 1
National Symbols
Suggested answers for question 2
A symbol is something that represents an idea, a process, or a physical entity.
Possible answers for 3
Flags, emblems, meals, red rose, lion

➢ **Group organising** (Time: 5)

Material: pieces of colourful paper (blue, red, black and white)

Preparation: prepare pieces of colourful paper with the characteristics the colour represents on it.

Blue-concentrated, red-enthusiastic, yellow--open-hearted, white-pure.

The number of the pieces should be equal to the number of the students. Put the colours into the pocket so that students can not see.

Procedure: Ask students to choose a piece of paper and the same colours should organise one group and take their place.

➢ **Activity 3**

Time: 2

Objective:

- To raise students` awareness
- To activate students` background knowledge

Material: Handout 1

Procedure: Ask students to   find the words to the given definitions

> **Suggested answers**
>
> Choir is a group of people who sing together.
>
> Assembly is a place where people gather for a common reason.
>
> Legend is a very old story.
>
> Symbol is picture or sign that has special meaning
>
> Export is to transport to different countries
>
> Debate is to discuss different views on a subject.

➢ **Activity 4**

Objective:

- To develop team work
- To be able to read, comprehend, and respond to authentic materials
- To develop intercultural awareness

Time: 16-18 min

Material: Handout 2

Procedure:

- Distribute Handout 2 and ask student to put it in correct order in groups

> Suggested answer
>
> 1.A 2.D 3.F 4.B 5.C 6.G

- Turn on a podcast and ask students to check if their answers are correct http://learnenglish.britishcouncil.org/en/word-street/four-nations
- **Check the task.**
  - ➢ **Activity 5 Introducing Project work**
    Time: 25 min
    Objective:
- Develop a number of transferable skills.
  - ✓ Discussion
  - ✓ Project work
  - ✓ Self study
  - ✓ Team work
  - ✓ Research skills
- Comparing and contrasting
- Accepting differences

Material: cards, board/flipchart, marker

Preparation: colourful cards of the flags of Uzbekistan, England, Scotland, Wales, Ireland. The flags are put into a box.

Procedure:
- Introduce the topic of the project work "National symbols of the UK and Uzbekistan" by writing it on the board or a flipchart. Teacher states the aim of the project.

Suggested statements

Developing the project work will help students to improve their
- transferable skills.
- ability to compare and contrast their native culture and the target culture
- awareness of how cultural contexts influence language use.
- tolerance and empathy towards otherness.

- Inform students that they have to prepare a poster-presentation on the topic and introduces a member from each group to choose a card. Students should look aside while choosing a card and announce the class the country they are going to work on according the card.
  The pictures of the flags are attached below. Don`t give cards with the country names and let students find the names of the country by themselves.
- Distribute a sheet of paper for each group and ask groups to list all information they have on the country.
- Ask students to structure the body of the project. In the groups learners discuss the following questions
  1. What information is needed to complete the project?
  2. How can that information be obtained? (Library research, interview, internet sources, journals/books/magazines that can have the information students need)
  3. What role does each learner play in the conducting the project?

Homework (5 min)

- Distribute the list of internet sources which can be useful to learners
- www.macmillanenglish.com/readers
- www.bbc.co.uk/radio
- www.climatercrisis.net
- www.friendsunited.co.uk.
- www.encyclopedia.com
- http: //wikipedia.org
- http: // info.britannica.co.uk
- http: // liveearth.org
- http: // wonderclub.com
- http://www.teachingenglish.org.uk/think/methodology/intercultural2.shtm
- www.googleimages
- Learners are asked to gather information in their groups.
- Set the deadline and ask each student to be as creative as possible and represent the symbols of the country

Suggested Summary

Key points of the lesson:

1.Students are aware of the symbols of the UK and Uzbekistan

2.Students get acquainted with the project work

3. Students have established the action plan

4. Students have improved transferable skills besides integrated skill

Flags of the UK and Uzbekistan for teacher

Scotland   **Ireland**

England   **Wales**
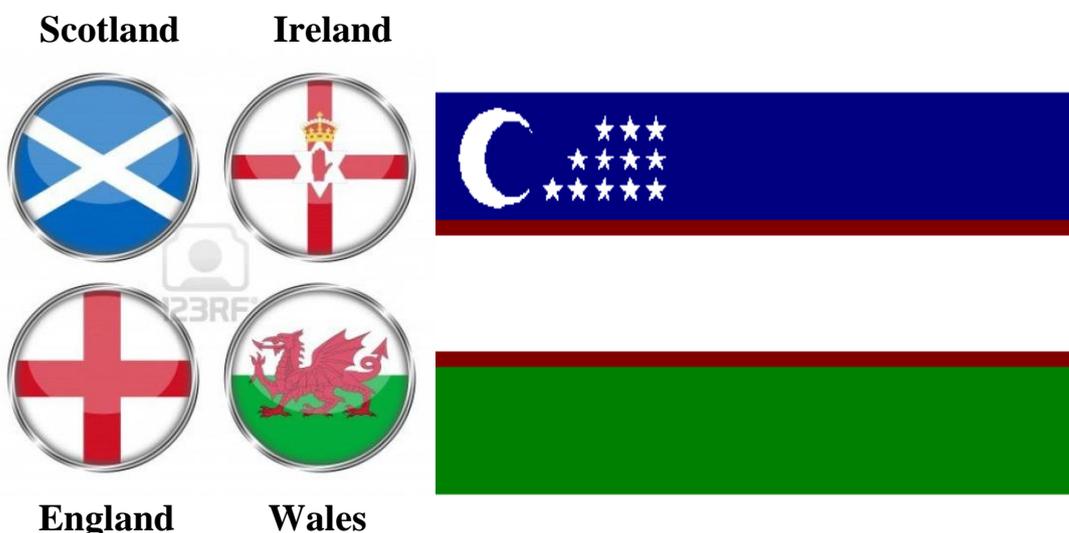
Students` worksheet

Handout 1

Find the words for these definitions

……Is a group of people who sing together.

……Is a place where people gather for a common reason.

……is a very old story.

……is picture or sign that has special meaning

......is to transport to different countries

......Is to discuss different views on a subject.

Handout 2

Put in correct order

D

Priest: The English are a tolerant people.

Woman 1 : They're just enchanting. Population of England is around fifty million people. The English are known for drinking tea, The Queen and talking about the weather.

Woman 2 : The English people are very nice.

Woman 3 : They're so polite and so friendly.

A

Nick: This is London, and behind me are the Houses of Parliament. Parts of these buildings are more than nine hundred years old. This is where the laws of the UK are debated and created. The United Kingdom is actually made up of four different countries; England, Scotland, Wales and Northern Ireland. Each nation has its own culture and heritage. But what are we really like?

C

This beautiful country was considered a dangerous place to visit. The troubles lasted until recent years when the peace process brought both sides together. Now, both sides share power in the Northern Ireland assembly. The flag most often used for Northern Ireland shows the red hand - a symbol with a long history in this part of Ireland - and a crown which shows links to the rest of the UK. The culture in Northern Ireland is rich in myth and legend. One story says that the rocks forming the Giant's Causeway were thrown there by an Irish giant during a fight with a Scottish giant. Irish dancing is popular in Northern and Southern Ireland and has been exported around the world.

F

Nick: Scotland is in the North of Britain. Just over five million people live there. It's been part of the UK since 1707. Edinburgh is the capital city and home to the Scottish Parliament. The Parliament building is a work of art in itself! Scotland has some unique customs: wearing tartan kilts…. playing the bag-pipes…. and tossing the caber; a very large post.

E

Old Welsh Man: Well I joined the choir because I met a couple of students – Welsh boys – they brought me here - love singing – I'm in the choir.

Young Welsh Man: The choir sings in Welsh, so you have to be willing to try and pronounce the language, but you definitely don't have to be Welsh to be a member of the choir.

Nick: Northern Ireland is also part of the United Kingdom. The country is home to just under two million people. The capital is Belfast and for many years, Northern Ireland was a place of conflict.

G

Irish Dancer: Irish dancing is special because you have to have good posture, arms by

your side and crossed feet. I love Irish dancing because it's great exercise and a lot of fun.

Nick: The four countries of the UK have different traditions. But those differences are also strengths and make the UK what it is today.

B

For over sixty years, The Edinburgh Festival has celebrated art, theatre and culture. Wales is on the western edge of Britain. It also used to be a separate country but has been part of the UK for over four hundred years. Nearly three million people live in Wales. One of its symbols is a red dragon, found on the national flag. The Welsh parliament is in the capital city, Cardiff. The Welsh are proud to have their language, and twenty per cent of the people speak Cymraeg. Most signs are in English and Welsh. Singing is an important tradition in Wales. People working in coal mines in Wales originally formed male-only choirs. They are still popular today.

Lesson 2 Project work
National symbols of the UK and Uzbekistan
Objective:
- be able to read/listen, comprehend, and respond to authentic materials when the topic and language are reasonably familiar
- be able to express themselves clearly but at a basic level in oral presentations
- develop reading skills in integration through. accomplishing a wide range of project work built around the topic.
- develop a number of transferable skills.
- develop an ability to compare and contrast their native culture and the target culture
- develop awareness of how cultural contexts influence language use.
- develop tolerance and empathy towards otherness.

Lead-in
Time: 15 min
Material: pictures of the symbols
Preparation: Grouping.
Procedure: Distribute pictures of symbols to the groups and ask them to give some information about the symbol they have to the class not showing the symbol itself. The class should find what it is.
Paper of pictures is attached below

Possible answers
It is white, soft. It grows in the field. People make clothes of it and can use it as a meal. (cotton)
It is very nicely decorated with different valuable stones like diamond and pearl. So, it is not cheap. The owner wears it on celebrations and special occasions. The owner is usually the only person. (crown)

<p align="center">**Activity 1.**</p>

Objective:

To improve students` reading comprehension

To raise students` cultural awareness

To develop students` team work

To improve students reading for details

Time: 40 min

Recourse:

http://www.know-britain.com/general/union_jack.html

http://www.england.org.za/nationalsymbols.php#.UV1vJG_kXgw

http://www.britroyals.com/arms.htm

Material: Handout 1, posters, markers, crayons

Procedure:

- Call a member from each group to choose a handout with a topic. Two groups will get The Emblem (Handout 1/C) and they are supposed to work cooperatively, while the groups that get (Handout 1/A and B) should work separately. Students shouldn`t share the theme of the topic with other groups.
- Distribute posters and markers and crayons to the groups and explain that they should read the material and reflect their ideas on the posters. For this they are given 20 minutes.
- Finishing the posters Students should present their posters to the class.
- Ask students to observe and take notes on the presenters` conduct while presentations paying attention at their voice, body language and they way of explaining the material.(10 min)
- Discuss their presentation delivering of each group with the class asking the following questions (10 min)

  What do you like in this group presentation?

  What should the group members improve?

  What do you suggest they should do to improve their presentation skills?

  ➢ **Activity 2 Assessment explanation**

Time: 5 min.

Objective:

- **To improve students` learner autonomy**
- **To improve students` self-evaluation**

Material: Assessment specification

Procedure:

Ask the groups working on one project to sit together. Distribute the assessment criteria and ask the students to read it. Discuss the assessment with the students.

Activity 3. Work on the project

Objective:

To improve students` team work

To improve students` organising skills

To increase students` creativity

Time: 17 min

Material: collected by students

Procedure:

Ask students to start to work on their projects in their groups learn the material and edit it. Identify what material is still need to be searched for the project.

Summary and Assessment 2 (3 min)

1. Students are aware of the symbols.

2. Students improved their reading skills

3.Students are aware of assessment criteria

Paper of pictures for teacher

Students` sheet

Handout 1

A

The red rose is the symbol of England. It comes from the history of the country. This symbol goes back to the War of the Roses, which was the war within the country. In the 15th century two Houses were struggling for the English throne — the Lancastrians and the Yorkists. Red rose was the emblem of the Lancastrians and the white rose was that of the Yorkists. Their rival ended when King Henry VII, the Lancastrian, married Princess Elizabeth, the daughter of the Yorkist. Since that time the red rose has become the national emblem of England.

National Tree – The Oak Tree

The oak tree represents strength, beauty and survival through trials. As such, it is the perfect representation of this enduring country. King Charles II escaped parliamentarians after his father was executed and hid in an old oak tree. Since then, this escape has been called the Royal Oak and is a well-known account for many locals. The Major Oak is an 800–1000 year old oak in Sherwood Forest, famed as the alleged principal hideout of Robin Hood.

National Drink – Tea

Tea has been linked to England for centuries. Although these herbal infusions come in a variety of flavours and makes, the favoured norm remains Ceylon and red bush teas.

National Food – Fish 'n Chips

All over the world, people associate fish and chips with England. There are many fabulous eateries that offer this dish. The fish (usually a white, flaky, mild-flavoured fish) is battered and deep-fried, and served with potato chips (often sprinkled liberally with salt and vinegar).

National Animal – The Lion

Because the lion is symbolic of bravery, it was frequently used to depict the courageous warriors of medieval England. Today, it remains the national animal of the country and is used extensively in sports' team names, logos, icons, and so on. The Lion is a national animal of England. Lion was the nickname of England's medieval warrior rulers with a reputation for bravery, such as Richard I of England, known as Richard the Lion heart. Lions are frequently depicted in English heraldry, either as a device on shields themselves, or as supporters. They also appear in sculpture, and sites of national importance, such as Trafalgar Square. The lion is used as a symbol of English sporting teams, such as the England national football team.

St Edward's Crown

This is one of the senior British Crown Jewels. It is the official coronation crown and is used in the coronation of English, British, and Commonwealth monarchs. It is also used as an image on various items, such as coats of arms and badges.

B

The British Flag

The Union Jack is a transnational flag full of historical significance. It represents

the union of different countries and the growth of a family of nations whose influence extends far beyond the British Isles. This far-reaching influence is still seen today in the incorporation of the Union Jack in other national flags such as that of Australia. The British flag is called the "Union Jack", an expression that needs to be explained. The Union Jack is a fine expression of unity as well as diversity. The British flag incorporates the national symbols of three distinct countries, England, Scotland and Northern Ireland. In fact its name "Union Jack" emphasises the very nature of the United Kingdom of Great Britain and Northern Ireland as a union of nations. The flag is also known by another name, this too, emphasising the idea of union: the "Union flag", perhaps a less common term but a little more precise. The countries comprising the British Isles are not inward-looking or isolated states with an insular mentality; together they constitute a powerful union that has spanned centuries. Recent devolution that gave Scotland its own Parliament and Wales its own Assembly has also emphasised the importance of individual national identities within the union without affecting the essential unity of Great Britain. On the contrary, it has strengthened it. Recognition of, and respect for national identities are an essential ingredients for effective union. The Union Jack symbolises all this: respect for individuality within a closely knit community. The "Union Jack" or "Union Flag" is a composite design made up of three different national symbols.

The cross represented in each flag is named after the patron saint of each country: St. George, patron saint of England, St. Andrew, patron saint of Scotland and St. Patrick, patron saint of Ireland.

No mention has been made of the Welsh flag. The Welsh dragon was not incorporated into the Union Flag because Wales had already been united to England when the first version of the Union Flag was designed in 1606. The name "Union Jack" became official when it was approved in Parliament in 1908. It was stated that "the Union Jack should be regarded as the National flag".

Lesson plan 3 Project work
National symbols of the UK and Uzbekistan
Objective:
- develop an ability to utilize the skills of listening, speaking, reading and writing for the purposes of obtaining and providing information
- be able to read/listen, comprehend, and respond to authentic materials when the topic and language are reasonably familiar
- be able to express themselves clearly but at a basic level in oral presentations
- develop writing, reading, listening, and speaking skills in integration through.
- develop an ability to compare and contrast their native culture and the target culture
- develop tolerance and empathy towards otherness.

Lead-in
Time:7
Material: blackboard, flipchart, marker.
Recourse: Raymond Murphy "English grammar in use" third edition, Cambridge
Preparation: Write down examples given below and ask students to put adjectives in correct order.

<table>
<tr><td>

Teacher`s notes
A/ wooden/round/beautiful table
a/an gold/unusual ring
a/an old/beautiful house
leather/black gloves
an/a old/American film
a thin/long face
big/black clouds
a sunny/lovely day
an/a yellow/ugly dress
a wide/long avenue

</td><td>

Suggested answers
An unusual gold ring
A beautiful old house
Black leather gloves
An old American film
A long thin face
Big black clouds
A lovely sunny day
An ugly yellow dress
A long wide avenue

</td></tr>
</table>

Ask for more clarification why the adjectives are put in this order?
Explanation
Time: 8 min   Material: Handout 1
Procedure:
        Distribute Handout 1 and explain the order of the adjectives.

Handout 1

Explanation of the adjective order
Adjectives like nice/interesting/beautiful are opinion adjectives and they will tell us what somebody thinks of something or somebody.

Adjectives like new/large/round/wooden are fact adjectives. They give us factual information about age/size/colour and etc.

Opinion +	*fact*	
A nice	*long*	*summer holiday*
An interesting	*young*	*man*

Sometimes we use two or more fact adjectives together. Usually (but not always) we put fact adjectives in this order.

How big? 1	How old? 2	What colour? 3	Where from? 4	What is it made of? 5	Noun

A tall (1) young (2) man
A small(1) black (3) plastic (5) bag

An old(2) Russian(4) song

Size/length (big, small, tall, short, long, etc) + shape/width (round, fat, thin, slim, wide)
> **A large round table**
> **A tall thin girl**
> **A long narrow street**

When there are two or more colour adjectives we use "and"
> **A black and white dress**
> **A red, white, and green flag**

This doesn`t usually happen with other adjectives before a noun.
> **A long black dress**

> **Activity 1**

Objective:
To check students comprehension of the theme
Time:5 min.
Material: Handout 2
Procedure:
Distribute handout 2. Ask students to put adjectives in order individually and check the exercise with the class.

Handout 2	Suggested answers
A/an red/old/little car	
A little/lovely/old village	**A little old red car**
A new/green/nice/sweater	**A nice new green sweater**
A black/metal/small box	**A small black metal box**
A big/fat/black cat	**A big fat black cat**
Long/beautiful/black hair	**A lovely little old village**
An/a old/French/interesting/painting	**Beautiful long black hair**
An/a enormous/red/yellow umbrella	**An interesting old French painting**
A beautiful/wooden/large/round table	**An enormous red and yellow umbrella**
Vegetable/delicious/hot soup	**A beautiful large round wooden table**
	Delicious hot vegetable soup

Activity 2
Objective:
> To activate students` background knowledge
> To improve students` ability to use descriptive adjectives
> **Time:**15 min
> **Material:** p. 190-191. Stuart Redman "English vocabulary in use Pre-intermediate and intermediate", Cambridge university press   (Handout 3)
> **Procedure:** Distribute students the copies of the pages and ask them to learn the unit on groups and do exercises 93.1 and 93.2

Suggested answers
93.1

1. a rectangular table	2. a star-shaped ring
3. a round window	4 . a check shirt
5.a tartan tie	6. an oval shaped tie
7. a diamond-shaped earrings	8. a striped sofa
9. a pointed nose	10 light grey jeans

93.2
1.Pencil/pen   2.Salmon   3.football/rughby/hockey/pitch or tennis court
4.carrot 5.moon   6.the sea   7.an egg   8. a warning triangle   9.a coat hanger
10.a square

Activity 3. Our group emblem
              Time:25 min
Material: tips for writing descriptive essay, crayons, markers, posters,
Objective:
    To improve students writing paragraphs skill
    To improve students ability to express themselves using proper structure
                  Procedure:
Distribute tips and an example of descriptive essay and ask students to learn its structure in groups and then discuss it with class.
Distribute posters, crayons, markers and ask students to create their own group emblem which will symbolise, and describe them.
Ask students to present their emblems.

Handout 4
Example of essay (http://www.preservearticles.com/201101062685/paragraph-of-our-national-emblem.html)
Every nation has a National Emblem which represents the authority of the State. Our National Emblem has three lions standing back to back. The lions are standing on a platform which has the Ashoka Chakro in the centre, a horse on the left and a bull on the right. Underneath the emblem the words "Satyameva Jayate" are written in Devnagri script. The words mean: Truth alone triumphs. This emblem can be seen on the coins, currency notes, postage stamps, government documents and publications. Our National Emblem has been taken from the Ashoka's Lion Pillar at Sarnath. The pillar has four lions standing back to back, but only three can be seen from any angle. Our National Emblem was adopted on 26th January 1950.

Handout 5
Suggested tips
      Tips for Writing a Paragraph
      (http://homepage.usask.ca/~dul381/common/paragraph.html)

Characteristics of a good paragraph:

-Topic sentence, which includes the topic and a controlling idea.

-Supporting ideas (usually 3 - 6), which support the topic sentence.

-RENNS (reasons, examples, names, numbers, senses), which develop the supporting ideas by giving details and explanation.

-Optional concluding sentence, which expresses the importance of the information in the paragraph, may summarize the supporting ideas if the paragraph is long, or provides a transition to the next paragraph of the essay.

-Unity, which means that all sentences in the paragraph directly support the topic sentence.

-Coherence, which means that all the information of the paragraph is well-organized, logically ordered and easy to follow. This is accomplished by:

-Repetition of key words and phrases (often from the topic sentence)

-Parallel grammatical structure

-Transition words and phrases.

Process of Writing a Paragraph:

-Compose your topic sentence. Think of a topic and a controlling idea that will narrow the topic enough to support it well in one paragraph.

-Brainstorm supporting ideas. Choose 2 - 6 supporting ideas that do a good job supporting your topic sentence.

-Write your paragraph in topic outline form as follows. Don't actually write sentences in the outline, except for the topic sentence.

Topic sentence:
A. Supporting idea 1.
1.
2.
3.
B. Supporting idea 2.
1.
2.
3.
C. Supporting idea 3.
1.
2.
3.
Concluding sentence:
Put your supporting ideas in a logical order.

-For each supporting idea, think of RENNS that further explain the idea. For balance, each supporting idea should have about the same number of RENNS.

-Think of a concluding sentence.

-Write your paragraph using sentences. Use the coherence strategies to make your paragraph easy to follow.

Activity 4
Objective:
To improve students` designing skills
To improve students presentation skills
To improve students team work ability
To improve students negotiation skills
Material:
Time:16-17 min
Procedure: Ask students to work on their project design and get ready for their presentations.
Summary (2-3 min)
    Students have activated the background knowledge of descriptive vocabulary
    Students improve their presentation skill
    Students develop their data organising and designing skill
    Students improve their writing paragraph skill
    Students improve students critical and creative skill

Students` sheet

    Handout 1

Explanation of the adjective order
Adjectives like nice/interesting/beautiful are opinion adjectives and they will tell us what somebody thinks of something or somebody.
Adjectives like new/large/round/wooden are fact adjectives. They give us factual information about age/size/colour and etc.

Opinion +	*fact*	
A nice	*long*	*summer holiday*
An interesting	*young*	*man*

Sometimes we use two or more fact adjectives together. Usually (but not always) we put fact adjectives in this order.

How big?	How old?	What colour?	Where from?	What is it made of? 5	Noun
1	2	3	4		

A tall (1) young (2) man
A small(1) black (3) plastic (5) bag
An old(2) Russian(4) song

> **Size/length (big, small, tall, short, long, etc) + shape/width (round, fat, thin, slim, wide)**
>
> **A large round table**
> **A tall thin girl**
> **A long narrow street**
> **When there are two or more colour adjectives we use "and"**
> **A black and white dress**
> **A red, white, and green flag**
> **This doesn`t usually happen with other adjectives before a noun.**
> **A long black dress**

> **Handout 2**
> A/an red/old/little car
> A new/green/nice/sweater
> A black/metal/small box
> A big/fat/black cat
> A little/lovely/old village
> Long/beautiful/black hair
> An/a old/French/interesting/painting
> An/a enormous/red/yellow umbrella
> A beautiful/wooden/large/round table
> Vegetable/delicious/hot soup

Pre-while-post

Nilufar Jamaliddinova

Title: Reading

Topic: Food and healthy eating

Level: pre-intermediate to intermediate

Time: 80 minutes

Materials: Stuart Redman (2003), second edition "English Vocabulary in Use" (Pre-intermediate and intermediate); http://www.webmd.com/food-recipes/tc/healthy-eating-overview

Objectives:
- to give students an opportunity to practice reading for general information
- to be able to understand the most important information in a text;

Lead-in:

Time: 10 min

Materials: Handout1🖹, Handout 2🖹

►Procedure

➤   ☺ (3 min) Distribute participants handout1 and ask to write down at least one vegetable and fruit on it.

> **Suggested answers:** 1. potato/peas;
>
> peach/pear;
>
> 2. beans/broccoli; banana; 3. mushroom;
>
> melon;
>
> 4. carrot/cauliflower/cabbage/celery; cherry
>
> 5. aubergine; apple

➤   ☺ (2 min) Check answers with the group.

➤   ☺ (3 min) Ask students to write down whether they eat skin of fruits always, sometimes, never by listing fruits.

> **Suggested answers**:
>
>   Always: cherries, grapes, strawberries
>
>   Sometimes: apple, peach, pear
>
>   Never: banana, pineapple, melon, orange

➤   ☺ (2 min) Check answers with the group.

Activity 1   **Predict the theme**

Objective:
- to produce the topic of the lesson
- to prepare students for the lesson

Time: 17 min

Materials: Whiteboard, markers

►Procedure

☺ (5 min) Ask participants the following questions:

-Why is a healthy eating important?

- What should you eat to stay healthy?

Possible answer.

1. to stay healthy and wealthy

2. vegetables, fruit, milk, meat, rice, fish…

☺ (10 min) Post list of foods on the board and ask students to divide them into two groups: Healthy and Unhealthy. Ask one of the students to write down answers on the board.

☺ (2 min) Ask stude

List of foods: Cheese, carrot, ice cream, hamburger, butter, Coca-cola, chocolate, tea, sugar, chicken, coffee, bread, oil, champagne, apple, pasta, beet, candy, potato, cake, apricot, nuts, jam, fish, soup, parsley, milk, rice

nts to predict the topic of the lesson according to these activities.

Activity 2   Healthy eating

Objective: • to practice reading, skimming and scanning;

                     • to learn and use new words;

Time: 47 min

Materials: Handout 2 🖹

►Procedure

➢   ☺ (10 min) Ask students to read the text in pairs.

Distribute handout 2 🖹

➢   ☺ (3 min) Ask students were their predictions right about the topic.

☺ (10 min) Ask participants the following questions:

➢   *~What is balance, variety and moderation?*

~Is healthy eating a diet?

~What health problems can you prevent by healthy eating?

➢   Discuss answers with the group.

Possible answers:

1. Balance is most days eat from each food group-grains, protein foods, vegetable and fruit, and dairy. Choose different foods in each food group. For example, don't reach for an apple every time you choose a fruit. Do not

> have too much or too little of one thing. All foods, if eaten in moderation, can be part of healthy eating.
>
> 2. Healthy eating is not a diet. Diets are temporary.
>
> 3. Heart disease. High blood pressure. Type 2 diabetes. Some types of cancer.

☺ (15 min) Divide participants into groups of 4. Explain to students that they

➤ must imagine that several people they know (friends) recently went to the doctor because they were having different health problems. The doctor consulted a diet table to them in order to get better. Assign each group one of the health problems (in handout 5) and ask them to recreate a diet table according to the doctor's consultation.

Distribute handout 3▤ to each group.

☺ (10 min) Ask students to present their diet to the group.

Summary

Objective: reiterate the main points of the session on food and healthy eating

Time: 5 min

►Procedure

➤   ☺ (5 min) Ask students to sum up the lesson.

> **Possible answer:**
>
> 1. To follow balance, look for variety of foods, and practice moderation for healthy eating;
>
> 1. Healthy eating prevents and controls health problems.

FOOD AND HEALTHY EATING

Handout 1▤

Write down at least one vegetable and fruit:

	Vegetable	Fruit
1.beginning with letter "p"		
2.beginning with letter "b"		

3.beginning with letter "m"		
4.beginning with letter "c"		
5.beginning with letter "a"		

(English Vocabulary in Use, pre-intermediate, intermediate)

Food and healthy eating

Activity 2, Handout 2 📄

Read the text

How do you get started on healthy eating?

Healthy eating starts with learning new ways to eat, such as adding more fresh fruits, vegetables, and whole grains and cutting back on foods that have a lot of fat, salt, and sugar. A change to healthier eating also includes learning about balance, variety, and moderation.

- Aim for balance. Most days, eat from each food group-grains, protein foods, vegetable and fruit, and dairy. Listen to your body. Eat when you're hungry. Stop when you feel satisfied.
- Look for variety. Be adventurous. Choose different foods in each food group. For example, don't reach for an apple every time you choose a fruit. Eating a variety of foods each day will help you get all the nutrients you need.
- Practice moderation. Don't have too much or too little of one thing. All foods, if eaten in moderation, can be part of healthy eating. Even sweets can be okay.

Why pay attention to what you eat?

Healthy eating will help you get the right balance of vitamins, minerals, and other nutrients. It will help you feel your best and have plenty of energy. It can help you handle stress better. Healthy eating is one of the best things you can do to prevent and control many health problems, such as:

- Heart disease.
- High blood pressure.
- Type 2 diabetes.
- Some types of cancer.

Is healthy eating the same as going on a diet?

Healthy eating is not a diet. It means making changes you can live with and enjoy for the rest of your life. Diets are temporary. Because you give up so much when you diet, you may be hungry and think about food all the time. And after you stop dieting, you also may overeat to make up for what you missed. Eating a healthy, balanced variety of foods is far more satisfying. And if you match that with more physical activity, you are more likely to get to a healthy weight-and stay there-than if you diet.

How do you make healthy eating a habit?

First, think about your reasons for healthier eating. Do you want to improve your health? Do you want to feel better? Are you trying to set an example for your kids? Next, think about some small changes you can make. Pick ones you can keep doing.

- Don't try to change everything at once.
- Set an easy goal you can reach, like having a salad and a piece of fruit each day.
- Make a long-term goal too, such as having one vegetarian dinner a week.

Recourse: http://www.webmd.com/food-recipes/tc/healthy-eating-overview

Food and healthy eating

Activity 2, Handout 3 🖹

Recreate a diet table according to the doctor's consultation.

Diet 1: Umida went to the doctor and the doctor said she is too heavy.	
She should eat:	
She shouldn't at:	

Diet 2: Farida went to the doctor. She has high blood pressure.	
She should eat:	
She shouldn't eat:	

Diet 3: Jasur is anemic.	
She should eat:	
She shouldn't eat:	

Diet 4: Jamshid has a toothache.	
She should eat:	
She shouldn't eat:	

Food and healthy eating

Answer key:

Activity 2, Handout 3 📄

Diet 1: Umida went to the doctor and the doctor said she is too heavy. She shouldn't eat candy, cake, chocolate, butter. She should eat apple, carrot, nuts, and greens.

Diet 2: Farida went to the doctor. She has high blood pressure. She shouldn't eat oil, salt, coffee, beef, lamb. She should eat green vegetables, lemon, banana, pear, melon.

Diet 3: Jasur is anemic. He shouldn't eat bread, macaroni. He should eat eggs, green beans, peas, meat, vegetable.

Diet 4: Jamshid has a toothache. He shouldn't eat candy, chocolate, soda, cakes. He should eat nuts, drink milk, apple, orange, grapes.

REFERENCES:
1.Andrew Littlejohn (1991). Writing 1. Cambridge University Press. P.20-22.
2. http://www.eltnewsletter.com/back/January2001/art472001.htm

Summarizing strategies

http://www.christina.k12.de.us/LiteracyLinks/elemresources/lfs_resources/summarizing_strategies.pdf

Written Summaries	Brief Description of the Strategy
3-2-1	List: 3 main points (or 3 "some things"), 2 controversial ideas (or two things I disagree with), and 1 question related to the key concept or learning
Ticket Out The Door/Exit Ticket	This can be the answer to any question about the day's work that you pose One "clever" way to pose the

	question is to ask them to answer "So What?" Other generic questions could be "What do I want to remember?," "What was I supposed to learn from this lesson/ reading/ topic?," "How could I communicate what I've learned to someone else?," etc.
The Important Thing	Three important ideas/things from the lesson today are ---, ---, and ---, but the most important thing I learned today is ---
Questions to the Teacher	List 3(or any number) of questions you would still like clarified
Squares, Triangles, Circles	List4 things that "square with my thinking";3 "angles" I disagree with (or 3 details to support --, or 3 things for which I need more information, 3 "different ways to look at the idea," etc.);and 1 question "circling" in my head
Acrostics	Give students a key word/concept from the lesson. They must then write a detail or descriptor that starts with each of the letters of the key word/concept
Carousel Brainstorming .	On chart paper around the room (or on paper that is passed around groups), ask small groups of students (3-4) to respond to a question or statement posed at the top of the paper. After a short period of time, student groups move on to another piece of chart paper/topic, and read what has been written about that topic and add to or respond to it. Key reminder: Ahead of time prepare the chart paper and the different topics, insuring that you have enough "stations" so that every group is at one station during each rotation. These charts and responses can be used as a lesson activator or review the next day
$2 Summaries	With each word worth 10 cents, write a $2 summary of the learning from the lesson. This can be scaffolded by giving students specific words related to the learning that they must include in their summaries. This can be increased to any amount of money
Gist .	Students are given a grid of blanks (any number, depending on the age/level of the student and the level of complexity of the topic). They must fill each blank with a word or phrase helps capture the "gist" of the learning
Headline Summaries	Similar to $2 summaries, have students write a newspaper headline that gives the main points of the lesson
Journals	If students keep journals for the course, have the

.	summarizing activity be an entry in the journal. You might include a prompt to get them started
RAFT	A writing "situation" where students choose Role (from whose point of view), Audience (the specific reader to whom the piece is being written), Form or Format (a letter, memo, list, email, etc.), Topic(specific subject of the writing)
K-W-L .	If you started the lesson with a K-W-L (what I Know, what I Want to know, what I Learned), then complete the L(learned) section as the summary
Revisit Anticipation Guide	Ask students to go back to the anticipation guide from the beginning of the lesson and revise their answers. You can also ask them to justify the changes
Vanity Tag/Bumper Sticker .	Write a vanity tag for a car or a bumper sticker that describes the key ideas from the lesson
Think-Write-Share .	Similar to above but the sharing is oral. Students think about a question, write a response, then share with their partners
Think-Pair-Write	Similar to Think-Pair-Share, students are given a topic/question, they brainstorm it with a partner, but then each student writes his/her own response
Word Splash	Students are given a "splash" of the key words from the lesson. They must write a few meaningful sentences(summarize the learning)using these words.
Key Points Summary	Students make a list of bulleted key points of the learning from the lesson.
Written Conversations	Each student begins the answer to a question or prompt posed by the teacher. Then after 1 or 2 minutes of writing, they exchange their papers (or pass them around). Then they spend 1-2 minutes responding to the writing/thinking on the paper they receive. Then they pass the paper the paper back (or on) and continue the process. Limit the time, using a timer or other signal, so that students are always left thinking they have more to say
SQ3R Survey, Question, Read, Recite, Review	While this is a teaching/reading strategy, the last part of it could constitute a summary at the end of the reading/lesson.See: http://www.studygs.net/texred2.htm
Changing Points of View	Ask students to do a quick-write about a topic related to the learning from lesson from a very specific point of view. (i.e., What would X say about --?)
Sample Test Questions	Ask students to write one or several possible test questions related to the learning of the lesson. These

	questions should not be yes/no or one-word answer questions. An easy way to do this is to use index cards or half-pieces of paper, and ask the student to write the question on one side and an acceptable, detailed answer on the other. These questions can be collected and then redistributed the next day and used as a "warm up" or "lesson activator."
One-Sentence Summary	Summarize in one sentence the key point of the lesson (be specific about what to summarize—i.e., the importance of ---)
Paragraph Summary	Instead of writing a sentence, students expand. You can ask them to describe at least 3 reasons or support or details
Dear Student Letter	Write a letter to an absent student telling him/her --- (the point of the lesson, the steps in a process, the details learned through the lesson, etc.)A variation could be "Dear Teacher" or "Dear Citizen/Voter," (depending on the purpose of the learning or the topic and the content area)
Aha! and Huh?	Write down 1 or 2 "ahas" (something you learned) and 1 or 2 "huhs" (things you still have questions about)
6-Word Memoirs	In 6 words, what did you learn? (This is a variation of the Smith Magazine writing contest) For samples, see: http://sixwordmemoirs.aarpmagazine.org/or http://www.smithmag.net/sixwords/
Framed Paragraph	Do a paragraph skeleton or frame which students have to complete (for example: XX happened because of 3 important factors. The first is –and it caused ---. The second is –and it caused ---. Etc.)
Sentence Starters	Similar to framed paragraphs, start the sentence and have students finish it (for example: One thing I learned about X today is ---, or One important reason why ---is ---)
Inference Frame	Similar to a framed paragraph, this frame helps students draw inferences from what they've been reading/viewing/discussing by connecting that new information to their background knowledge to make inferences. "The part where . . . may mean that . . . because . . . ."
Inference Venn Diagram	A variation on the above, one side of the Venn has the TEXT information, the other side BACKGROUND INFORMATION, and the "combined," middle section of the Venn is

	INFERENCES or conclusions drawn
Sequence or Timeline	List in order of importance or in chronological order (or steps) the concepts discussed in the lesson
Learning Logs	If students keep learning logs for the course, let the summarizing activity be an entry in the learning log (similar to journals)
Foldables	Have each student create a foldable that captures the key concepts of the lesson
Text Transformation	Students transform a text into a different genre. Say they read a section in a science or social studies text. Then they could transform the information in the text to any of the following: 1) newspaper article, 2) flyer or advertisement, 3) letter from a specific viewpoint (see RAFT), 4) diary entry, 5) comic strip, etc.
Frayer Model	Instead of using this "concept definer" graphic organizer at the beginning of a lesson, use it at the end See: http://toolsfordifferentiation.pbworks.com/Frayer-Model
What would X do?	Give students a situation related to the topic of or learning from the lesson. Then ask them to respond to the question, using a specific person (i.e., government official, historical figure, character, scientist, etc.). This is similar to "changing points of view" above.
Graphic Organizers	After a lesson, activity, discussion, etc., give students a graphic organizer and ask them to fill it out
Plus/Minus/Intriguing	List things you agree with (plus), things you disagree with or question (minus), and something you have found intriguing
Alphabet Game	Divide the alphabet among the class (or groups). Each student must think of one descriptor about the topic, lesson, etc. that begins with the letter she/he is assigned
Concept of definition/word map	A great way to teach and reinforce a complicated topic. Focuses on 1) what the term is (definition), 2) what it's like (properties, qualities), 3) examples See: http://www.readingquest.org/strat/cdmap.html
5-3-1 (alone, pair, group)	Pose a question/topic. Students brainstorm 5 answers. Then they work in a pair to come up with the 3 best. Then the pair joins with another pair to come up with the 1 most important
Sticky Notes	Give students sticky notes and a question or topic with which to respond. They post their notes on the board, door, wall, a chart (that can have divisions/pros/cons, etc.).

Give One-Get One	Pose a question/topic, etc. Students number paper to 5. They write 3 ideas/answers. Then they must talk to at least 2 more students to get 2 additional answers and to give 2 of theirs "away."
Quick Writes	Pose a question or specific topic. Students are to "quick write" (write whatever comes to mind about the topic, without regards to written conventions—a brainstorming on paper) for a limited amount of time. Begin with short time periods 1-2 minutes, because students must write the entire time.
Cloze Activity	This can be a highly scaffolded writing, where students are given key terms/words from the lesson and a paragraph about the topic with blanks which they must fill in from the given list of terms
Cause-Effect timeline or chart/ WHAT and WHY	Students make (or are given) a timeline, where above the line either has listed (or they must list) WHAT Happened. Underneath the events, they must describe WHY it happened.
Paragraph essay outline	Have student create just the outline of a essay. They must write the introduction and the topic sentences of the supporting paragraphs only.
5 W's Summary	Students list information that answers Who, What, When, Where, Why related to the learning from the lesson.
Analogies	Take a key idea from the lesson and turn it into an analogy: something is to something else as –is to --
Alphabet Sequential Round Table	Give students a grid with each letter of the alphabet in a square. In a small group, students are given a defined time to begin filling in the grid with a word or phrase that starts with the letter in the grid and which relates to the key learning of the lesson. At the signal, the student passes the grid on (and receives another). With each successive pass, students must read the concepts/ideas on the grid they receive, and then continue the grid, adding (not repeating) new information to each grid.
Text Messages	Similar to a sentence summary, ask students to write a summary of the key learning in txt msg. form. LOL. BTW
Snowball Fights	Put a problem on the board or post a question. Ask students to answer it, but not to put their names on their papers. Then they wad up the paper and toss the "snowball" (either in a box or a to designated center

	spot). Then each student in the class gets one of the tossed snowballs. The teacher explains the problem/answers the question, etc., and asks students to look at the snowball they received. If their paper has a correct response, they should sit down. Then, while the teacher doesn't know "who" doesn't get it, he/she does know quickly "how many" don't.
Error Analysis	Post a problem or a process on the board—with an error in the computation/writing/process, etc. Then with a partner or alone, students try to find out where the error or mistake is. If done individually, then students can pair up to compare their findings.
"How Do You . . ."	With any skill that is a process, as a review ask students individually or in pairs to write down the steps or process.

Non-written Summaries	Brief Description of the Strategy
Read and Say Something	Have students read a portion of text and then "say something" to their partners in response to their reading.
Turn and Talk	In response to a summary prompt or question, direct students to "turn and talk" to a shoulder partner (very similar to Read and Say Smth.)
Think-Pair-Share	Pose a question to the group. Allow time for students to individually process their thinking in response to the question. Then ask them to discuss with their collaborative partners (pairs)and then share with the group or with another pair.
Numbered Heads Together	Have Collaborative Pairs "square" to form groups of 4. In each group, tell them to number themselves 1, 2, 3, and 4. Meanwhile, you assign the groups letters (A, B, C, etc.). Tell them to pull their group's chairs close so they can "put their heads together." Pose the 1st question out loud. Then give them 2-3 minutes to quietly discuss the answer. When you signal time is up, everyone should be silent. Then randomly call a group letter and one number (e.g., A3 or C2 or D1, etc.) Whoever happens to be that number in the particular

	group –Person 3 in Group A, for example – must answer the question. If the question can be answered in more than one way, then you can call another letter and number to get additional responses.
Quick Talk	Establish a specified time frame (1-2 min., perhaps using a timer to signal when time is up). Then, tell students to engage in "quick talk" to summarize their thinking/learning at various intervals in the lesson. (Could also use the A talk for __time, B talks for __ time.)
Expert Groups/Jigsaw	Form expert groups for each "chunk" of a segment of reading/ learning. Allow time for each expert group to discuss and summarize its "chunk." Then jigsaw the groups so that each new group has one member of each expert group. Direct each expert in the newly formed groups to summarize their "chunk" for their new group members. This is similar to Numbered Heads Together above.
Charades/ Improvisation/Role Play	Have students engage in dramatic creations that summarize the learning.
Freeze Frame	Similar to an improvisation, a small group of students create a tableau related to the reading/discussion/topic. Then the rest of the class must guess the topic/situation of the freeze frame or tableau.
Bloom's Taxonomy Summary Cubes	Provide for students "cubes" with one of Bloom's levels of learning on each side. Ask each Collaborative Pair to roll the cube; one student in the pair then asks a question based on the level of learning rolled(analyze, evaluate, synthesize, etc.) of his/her partner about the learning. The other student gives a response.
Stand the Line (1 step in, 1 step back)	Put a piece of masking tape down the center of the classroom. Have students stand on either side of the tape, about two steps away. Pose a series of prompts for which students must take a stand. Direct students to take one step in/toward the line if they agree, or one step back from the line if they disagree.

	Randomly ask given students to share their thinking verbally.
Red Light, Green Light	In an open area of the classroom or hallway, engage students in the childhood game of Red Light, Green Light. When you turn as they freeze, ask one of the participants to respond to a summary question/ prompt. If they are unable to do so, they must return to the starting line. The first student to reach you must summarize the overall specified learning or forfeit his "win" and start all over.
25,000 Pyramid	In Collaborative Pairs, have students try to get their partners to guess key words and concepts on a pyramid projected the screen or distributed on handouts (Rounds I and II). Members of each pair sit back-to-back or side-to side, with one facing the screen and the other's back to the screen.
Meet and Greet (or "going to a 'Math'—or other content--party" or "Speed Dating")	As a review of important content vocabulary, each student is given a different vocabulary word (if there aren't enough to go around, there can be duplicates). Have students do a Frayer or Concept of Definition Map for their words. The teacher reviews how a person would introduce him or herself to a stranger in professional, polite conversation. The introductions in this "meet and greet" are actually the vocabulary terms being introduced and discussed. As in interpersonal conversation, the parties ask each other questions about themselves, etc. Then the students are to "go" to a Math party, or Computer party, or Econ party (whatever the content area/course is). At the party, they must "Meet and Greet" (which should be modeled ahead of time) others in the class, introducing themselves as their individual concepts/terms, and talking about themselves and asking each other questions.
Kinesthetic Tic Tac Toe	Draw or outline with masking tape a large tic tac toe grid on the floor (you will need to have each square about 3 X 3 or 4 X 4). Create a paper version of the grid with

	different summary prompts for the given content in each square. Distribute the paper Tic Tac Toe grids to students and tell them that when you give the signal (clapping hands, flicking lights, etc.), they are to step into a square with 1-2 other people and converse with each other in response to the prompt in that square on their paper. Each time they hear/see the signal, they should move to different blocks, with different people and respond to the prompts for those blocks. Repeat the process until students have had multiple opportunities to summarize their thinking/learning about the different aspects of the content. (Note: Be sure to establish where the top of the grid on the floor is in relation to the top of the paper version.)
Illustration/Drawing/Cartoon/Tattoo	Have students create an illustration, drawing, or cartoon to summarize their reading/learning.
Story Board	Give students a blank "story board" and ask them to create a non-linguistic summary of their learning, filling the blocks of the story board with stick figures, drawings, etc. in an appropriate sequence.
Graffiti Wall/Gallery Walk	Divide the class into groups of 3 or 4, and give each group a sheet of poster paper and markers. Assign each group a different chunk of the learning to summarize in graffiti from (pictures, symbols, graphics). When groups have finished, display all the posters side by side along a wall of the classroom. Then have the groups do a "gallery walk" to view and discuss what they see on the "graffiti wall."
Smiley Faces, Sad Faces or Red or Green Cards	As a really quick assessment of understanding, have the students make index cards with smiley faces on one side and sad faces on the other, or one side red and one side green. The teacher then can pose a question and have students quickly indicate by holding up or flashing the appropriate side of the card their understanding or their questions.

Thumbs Up, Thumps Down	Similar to the objective of the Smiley Faces above, student just give a thumbs up or down sign, close to their chests, to indicate understanding or questions
Following Directions	Have students guide their partners through specific steps or processes by giving detailed directions that the partner must follow explicitly. This might be modeled in a fun way using the old "making a peanut butter sandwich" game, where one person gives directions for making a peanut butter sandwich and the partner has to just the steps dictated.
Think Alouds	Utilizing a well-established, research-based instructional practice, model for students a think aloud yourself. Then, with a given problem, question, or passage, have students do think alouds in pairs, taking turns thinking aloud while the silent partner listens.
Key Concept Clothesline	Give each student of Collaborative Pair a piece of construction paper. Ask them to choose a key concept from their reading/learning and represent that visually with drawings, symbols, etc. Hang all of them with clothespins on a line in an area of the classroom. Encourage them use the "clothesline" as an interactive concept/word wall whenever they are asked to summarize

Organisers

Graphic Organizers

Graphic organizers (some of which are also called concept maps, entity relationship charts, and mind maps) are a pictorial way of constructing knowledge and organizing information. They help the student convert and compress a lot of seemingly disjointed information into a structured, simple-to-read, graphic display. The resulting visual display conveys complex information in a simple-to-understand manner.
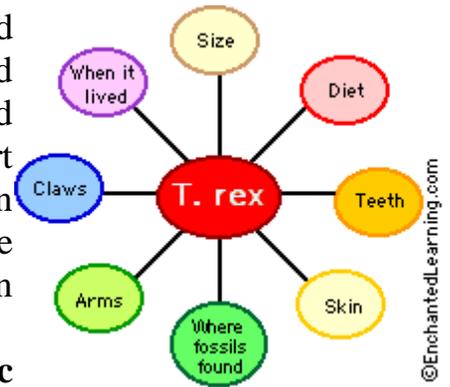
Increasing Understanding by Creating Graphic Organizers:

The process of converting a mass of data/information/ideas into a graphic map gives the student an increased understanding and insight into the topic at hand. To create the map, the student must concentrate on the relationships between the items and examine the meanings attached to each of them. While creating a map, the student must also prioritize the information, determining which parts of the material are the most important and should be focused upon, and where each item should be placed in the map.

The creation of graphic organizers also helps the student generate ideas as they develop and note their thoughts visually. The possibilities associated with a topic become clearer as the student's ideas are classified visually.

Uses of Graphic Organizers:

Graphic organizers can be used to structure writing projects, to help in problem solving, decision making, studying, planning research and brainstorming.
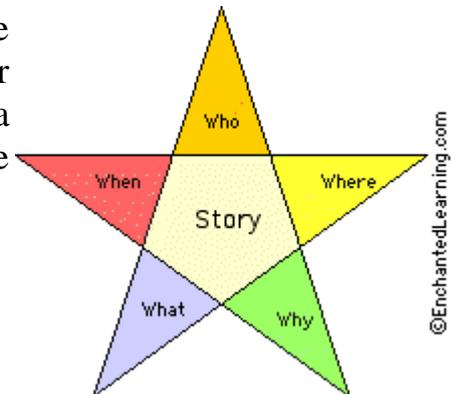
Creating Graphic Organizers:

Graphic organizers can be drawn free-hand or printed. To go to printouts of many graphic organizers, click on one of the links above or below.

Adding color-coding and/or pictures to a graphic organizer further increases the utility and readability of the visual display.

How to Choose a Graphic Organizer for Your Topic/Task (click on a graphic organizer below to go to printable worksheets):

The task at hand determines the type of graphic organizer that is appropriate. The following is a list of common graphic organizers - choose the format that best fits your topic.
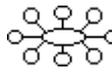
Star: If the topic involves investigating attributes associated with a single topic, use a star diagram as your graphic organizer. Example: Finding methods that help your study skills (like taking notes, reading, doing homework, memorizing, etc.).
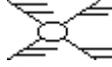
Spider: If the topic involves investigating attributes associated with a single topic, and then obtaining more details on each of these ideas, use a spider diagram as your graphic organizer. This is like the star graphic organizer with one more level of detail. Example: Finding methods that help your study skills (like taking notes, reading, memorizing, etc.), and investigating the factors involved in performing each of the methods.

Fishbone: If the topic involves investigating multiple cause-and-effect factors associated with a complex topic and how they inter-relate, use a fishbone diagram as your graphic organizer. Example: Examining the effects of improved farming methods.
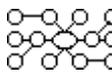
Cloud/Cluster: If the topic involves generating a web of ideas based on a stimulus topic, use a clustering diagram as your graphic organizer. Example: brainstorming.

Tree: If the topic involves a chain of events with a beginning and with multiple outcomes at each node (like a family tree), use a tree as your graphic organizer. Example: Displaying the probabilistic results of tossing coins.
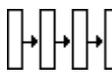
Chain of Events: If the topic involves a linear chain of events, with a definite beginning, middle, and end, use a chain of events graphic organizer. Example: Analyzing the plot of a story.
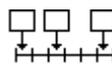
Continuum/Timeline: If the topic has definite beginning and ending points, and a number of divisions or sequences in between, use a continuum/timeline. Example: Displaying milestones in a person's life.

Clock: If the topic involves a clock-like cycle, use a clock graphic organizer. Example topic: Recording the events in a typical school day or making a story clock to summarize a story.
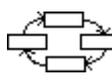
Cycle of Events: If the topic involves a recurring cycle of events, with no beginning and no end, use a cyclic graphic organizer. Example topic: Documenting the stages in the lifecycle of an animal.
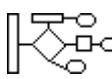
Flowchart: If the topic involves a chain of instructions to follow, with a beginning and multiple possible outcomes at some node, with rules at some nodes, use a flowchart. Example: Computer programmers sometimes use flowcharts to organize the algorithm before writing a program.

Venn Diagram: If the task involves examining the similarities and differences between two or three items, use a Venn diagram. Example: Examining the similarities and differences between fish and whales, or comparing a book and the accompanying movie.
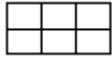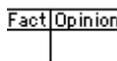
Chart/Matrix Diagram: If the task involves condensing and organizing data about traits of many items, use a chart/matrix. Example: Creating a display of key inventions, who invented them, when, where and why they were invented, etc.
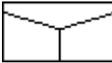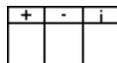
Y-Chart Diagram: If the task involves analyzing and organizing with respect to three qualities, use a Y-Chart. Example: Fill out a Y-Chart to describe what you know about an animal, including what it looks like, what it sounds like, and what it feels like. Or describe a character in a book, including what the character looks like, sounds like, and how the character feels.

T-Chart Diagram: If the task involves analyzing or comparing with two aspects of the topic, use a T-Chart. Example: Fill out a T-Chart to evaluate the pros and cons associated with a decision.

Fact/Opinion: If the task involves distinguishing the facts vs. the opinions in a theme or text, use fact/opinion charts. Example: Fill out a fact/opinion chart to evaluate the facts and opinions presented in a news article.

PMI Diagram: If the task involves analyzing the plusses, minuses, and implications of a decision or an action, use a PMI Chart. Example: Fill out a PMI Chart to help evaluate the positive, negative and interesting points associated with taking a new job.
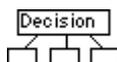
Decision Making Diagrams: If the task is making a decision, use a graphic organizer to enumerate possible alternatives and the pros and cons of each. Example: Fill out a desicion making diagram to help decide which elective courses you'd like to take next quarter.
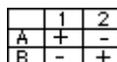
Semantic Feature Analysis Charts: If the task is comparing characteristics among a group of items, use Semantic Feature Analysis . Example: Fill out a Semantic Feature Analysis chart to compare and contrast the care needed for various pets.
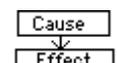
Cause and Effect Diagrams: If the task is examining possible causes and effects in a process, use a cause and effect graphic organizer . Example: Fill out a cause-and-effect diagram to trace the steps in a feedback loop..
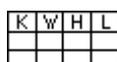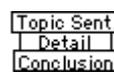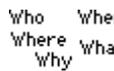
KWHL Diagram: If the task involves analyzing and organizing what you know and what you want to learn about a topic, use a KWHL

chart. **K** stands for what you already KNOW about the subject. **W** stands for what you WANT to learn. **H** stands for figuring out HOW you can learn more about the topic. **L** stands for what you LEARN as you read. Example: Fill out a KWHL chart before, during, and after you read about a topic.

Pie Charts: If the task involves showing divisions with a group, use a pie chart. Example: Draw a pie chart to show what percentages of a population have blue eyes, green eyes, or brown eyes.
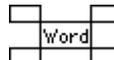
Vocabulary Map: Graphic organizers can be useful in helping a student learn new vocabulary words, having them list the word, its part of speech (noun, verb, adjective, adverb, etc.), a synonym, an antonym, a drawing that represents the word, and a sentence using the word.

Paragraph Structure: These graphic organizers help you organize the structure of a paragraph, including a topic sentence, sentences with support details, and a conclusion sentence.

5 W's Diagram: If the task involves analyzing the Five W's (**W**ho, **W**hen, **W**here, **W**hat, and **W**hy) of a story or event. Example: Fill out a 5 W's Chart to help evaluate and understand the major points of a newspaper story.
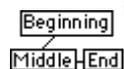
**Story Map**: Story maps can help a student summarize, analyze and understand a story or event.
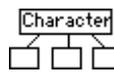
Character Traits: Graphic organizers help the student identify the traits of fictional characters by looking at events surrounding the character in the text.
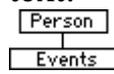
Biography Diagrams Graphic organizers are useful to help prepare for writing a biography. Before writing, the graphic organizer prompts the student to think about and list the major events in the person's life.
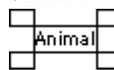
Animal Report Diagrams: Many graphic organizers are useful to help prepare for writing a report on animals. Before writing, the student should think about and list the major topics that will be researched and covered in the report.

Geography Report Diagrams: These graphic organizers are useful to for doings a short report on a country or other area. The student draws a map and flag, and looks up basic information on the area.
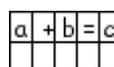
Math Diagrams: Many graphic organizers are useful to learn and do math, include Venn diagrams, star diagrams, charts, flowcharts, trees, etc.

Scientific Method Diagrams: Graphic organizers used to prepare and organize a scientific experiment.

Flowchart of How to Choose a Graphic Organizer

To find an appropriate graphic organizer, answer the following questions about your topic:

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Lesson planning checklist

Aim:
General aim of the lesson. What generally do you as a teacher want to achieve from the lesson? Does this fit with what the learners have previously been learning and what they are going on to do?

Learning outcomes
What is to be learned as a result of this lesson?
Be specific, be simple, be realistic. Learning outcomes should be able to be assessed.
By the end of the lesson the learners should be able to:
Have knowledge of…
State that…..
Demonstrate understanding of….
Explain….
Describe…..
Recall…..
Record…..
Reflect upon…..

Methodology
Approach. How are you going to structure the session?
Teaching and learning strategies? Types of activity? Sequence of activities? Role of
Students and teacher?
Produce as a program with times and activities (who is doing what) and resources required.

Resources
What resources will you use? List them:
Books; journal articles; worksheets/handouts; TV/Video; CD-ROM/Internet resources;
PCs; slides/OHTs

Assessment
Pre lesson – What methods are you going to use, informal/formal?
Post lesson– Were learning outcomes achieved? By whom?

Evaluation
Lesson Evaluation
Did the lesson flow? Did it fit into the unit/module/course/programme?
Was the lesson paced well? Good activities? Why? Were activities in logical and

effective sequence? Good variety of resources? Good use of resources? What have you learned about teaching and learning? How would you approach this lesson the next time? How could you improve the lesson?
Student evaluation
Who achieved? Why? Why not? Did they find it too difficult? Or too easy? Why? Were learners motivated? Why? Why not? Did they appear to enjoy lesson? Mitigating circumstances? Distracted? Badly behaved? What have you learned? How
would you respond next time?
Teacher evaluation
Your input. Clearly structured lesson? Teaching strategies? Student behaviour managed? In what ways? How well? Student interest contained? How? Effective questioning/discussion? What have you learned? How would you amend/improve your input?

Lesson plan checklist, PRESETT, 2009
-What kind of learners do you think this lesson plan is suitable for (e.g. age, level, gender, needs, cultural background, L1 etc.) ?
-What skills and language areas does the lesson plan address?
-Are the set aims and objectives realistic to achieve?
-What framework is chosen for sequencing the lesson?
- Are the activities logically sequenced and contribute to achieving the lesson aims?
- Is the timing realistic in relation to the content and objectives?
- Is there variety of interaction patterns in the lesson plan?
- Does the lesson address different learning styles?
- What you liked about the lesson plan?
- What would you change in this plan if you teach this lesson?

In your lesson plans do not forget to include:
o Profile of learners who are this lesson for. You can decide on which grade of schoolchildren or students of lyceums, colleges to choose. Indicate learners' age, level, needs, gender, cultural background, L1 etc.
o The place of the lesson in the curriculum
o Aims, objectives
o Materials and resources to be used
o Stages
o Timing
o Interaction patterns
o Homework
o Anticipated problems

The following checklist will be used for assessment:

1.	Does the lesson address the needs of the target group? (e.g. level of ss, Cultural background, gender, age, L1)	1 2 3
2.	Are the lessons clearly related to the curriculum?	1 2 3
3.	Are the lesson objectives clear and realistic?	1 2 3
4.	Are the activities logically sequenced and help to achieve the overall aim of the lesson?	1 2 3
5.	Is there a link between this lesson plan and preceding/following lessons?	1 2 3
6.	Is the timing realistic in relation to the content and objectives?	1 2 3
7.	Are the materials and resources stated in the lesson plan?	1 2 3
8.	Is the lesson plan clearly original and the teacher's own work?	1 2 3
9.	Does the lesson plan take account of anticipated problem(s) (e.g. no electricity, students didn't bring their h/w, etc.)?	1 2 3
10	Is there variety of interaction patterns in the lesson plans?	1 2 3

TEACHER SELF-EVALUATION CHECKLIST
https://eca.state.gov/.../teacher_self_evaluation_checklist.pdf

Lessons	Never	Sometimes	Always
I tell students why the new information is important			
I prepare learners for new information, present the information and then check learners` understanding.			
I review information from previous lessons			
I write lesson plans to support my teaching			
I use examples to help students to understand			
I use teaching aids (blackboard, posters, books) in every lesson			
I use individual, pair, or small group work in every lesson			
I use a variety of activities to interest students in every lesson.			
I use activities that engage all my students			
Relationships with parents and students			
I know all my students` names			
I understand the abilities of my students			
I encourage my students			
I communicate important information about learners` progress to parents			
Professional development			
I always learn new information about my teaching and subject			
I work with colleagues to identify and solve			

teaching and school problems			
I observe colleagues to learn new teaching techniques			
I study English so that I can use it to teach my students			
I attend training and apply new information into my teaching			
Record keeping			
My lessons are up-to-date and ready for inspection			
I have a long term plan			
I record learners` marks			
I am good at:			
I need to improve:			
I will use these strategies to improve my teaching			

Glossary for EFL teachers

Activity-based learning noun

An approach to learning by doing activities and focusing on the activity rather than focusing on grammar and vocabulary. Learners do an activity in groups; e.g. they solve a problem, draw or paint a picture or make or build something. The rules of language used in the activity are looked at either after the activity or not at all. An activity-based learning approach is more common with school aged children.

Adapt verb (material)

To change a text or other material, so that it is suitable to use with a particular class. For example, a teacher thinks a text in his/her course book is too long and/or too difficult for his/her learners. He/she adapts the material by removing some of the more difficult paragraphs.

Aids noun

Aids are the things that a teacher uses in a class, e.g. handouts, pictures, flashcards. When teachers plan lessons they think about what aids they will need to help learners understand things more easily. See visual aid.

Aim noun

What the teacher wants to achieve in the lesson or in the course.

The main aim is the most important aim; e.g. the teacher's main aim in a lesson could be to teach the present perfect simple or develop listening skills.

A stage aim is the aim or purpose of a stage, step or short section of a lesson, e.g. to provide controlled practice of the present perfect simple or to develop listening for gist.

A subsidiary aim is the secondary focus of the lesson, less important than the main aim. It could be the language or skills learners use in order to achieve the main aim of the lesson, or a skill or language area which is practised while the teacher is working on achieving the main lesson aim.

A personal aim is what the teacher would like to improve in his/her teaching, e.g. to reduce the time I spend writing on the whiteboard.

Anticipate problems phrase

When teachers are planning a lesson, they think about what their learners might find difficult about the lesson so that they can help them learn more effectively at certain points in the lesson. For example, a teacher preparing to teach the word vegetable thinks that learners will have difficulty pronouncing the word so he/she plans some ways of helping learners to say the word. Teachers also think about how learners' previous learning experience may affect their learning in a specific lesson.

Approach noun, **Method** noun

A particular way or a system for doing something. When teaching a language, there are different ways or systems teachers can use, each based on a belief or a theory about the best way to learn a language. Teachers choose an approach/method which fits in with the beliefs they have about language learning and language teaching. For example, teachers who believe that learners should be

able to communicate in the language they are learning choose approaches/methods which include speaking and listening activities. There are many different approaches/methods used for English language teaching. See content and language integrated learning 'CLIL', communicative approach, guided discovery, lexical approach, presentation, practice, production (PPP),test-teach-test, task-based learning.

Assessment noun, **assess** verb

To discover, judge, or form an opinion on learners' ability, achievement, proficiency or progress either formally or informally.

Continuous assessment

A type of assessment which does not involve a final examination. Some or all of the work that learners do during a course is marked by the teacher on a regular basis and these marks go into the calculation of the final grade given to learners. Continuous assessment may include regularly assessing learners' written work; assessing their listening, reading and speaking skills; talking to learners; observing them in class; looking at self-assessments and thinking about learners' classroom performance.

Diagnostic assessment

A type of assessment aimed at finding out – diagnosing – what language and skills weaknesses or strengths learners have. Teachers use this information to inform their future lesson planning. See teacher roles.

Formal assessment

When a teacher assesses learners and then gives them a formal report or grade, to say how successful or unsuccessful they have been See informal assessment.

Formative assessment

When a teacher uses formal and informal assessment and information on learners' progress during a course to give learners feedback on their learning or to change their teaching. See summative assessment.

Informal assessment

When a teacher decides whether a learner is doing well or not, or whether a course is successful or not, by evaluating learners by thinking about their strengths and weaknesses and thinking about their progress rather than setting a test or writing an official report. See formal assessment.

Objective assessment

When the opinion or judgement of the person marking a test is not needed to assess learners. The questions in the test/assessment have one correct answer. Objective assessment takes place when marking tasks such as multiple-choice questions or true/false questions because the marker does not need to decide if the answer is right or wrong as there are clear correct or incorrect answers. See subjective assessment.

Peer assessment

When learners give their opinions on each other's language or work. See self-assessment.

Performance assessment

This involves teachers thinking about learners' classroom performance to assess how well learners communicate during specific tasks by checking learners' performance against criteria. Teachers can see if learners have achieved the purpose of the task by using the criteria.

Portfolio assessment

This is used for formative assessment and also continuous assessment. It consists of a collection of learners' work done over a course or a year which shows development of their language and skills.

Self-assessment

When learners assess themselves, they decide how good they think their progress, learning or language use is. See peer assessment.

Subjective assessment

When the opinion of the person marking a test is needed to make a decision on the quality of the work being assessed. Subjective assessment takes place when marking, for example, stories, compositions, interviews, conversations. The person marking the test makes a judgement about whether the work is good or not. Subjective assessment can be made more reliable by using assessment criteria. See objective assessment, assessment criteria.

Summative assessment

A type of assessment done at the end of a course where the focus is on learners receiving a grade for their work rather than receiving feedback on their progress. See formative assessment.

Assessment chart, assessment profile noun

A chart designed by the teacher and used for diagnostic purposes. The chart includes learners' names and assessment criteria. The teacher uses it to record comments on learners' progress and achievement in English. The comments are based on observation of learners working during class time, and/or on samples of written work done for homework. See chart, pupil profile chart.

Assessment criteria noun

The qualities against which a learner's performance is judged for assessment. For example, assessment criteria for judging learners' writing may be: accuracy of grammar, use of vocabulary, spelling and punctuation, organisation of ideas.

Attention span noun

How long a learner is able to concentrate at any one time. Some learners have a short attention span and they cannot concentrate for as long as other learners do. When teachers prepare lessons they think about how long activities will take and about whether their learners will be able to concentrate for as long as it takes to complete the activity.

Attention spread noun

This is about teachers giving equal attention to all of the learners in the class. This can involve encouraging quieter learners to participate by asking them to contribute an answer and ensuring that more enthusiastic learners do not dominate.

Authentic material noun

Written or spoken texts which a first language speaker might read or listen to. They may be taken from newspapers, radio, the internet etc. The language in the texts is not adapted or made easier for learners or the language learning process.

Brainstorm noun and verb

To quickly think of ideas about a topic and also possibly note them down. This is often done as preparation before a writing or speaking activity; e.g. before learners write a description of their city they make a list of all the positive and negative adjectives they know to describe places.

Chant noun and verb

To repeat a phrase, sentence, rhyme, verse, poem or song, usually with others, in a regular rhythm. Teachers use chants to practise pronunciation and to help learners remember vocabulary.

Checklist noun

A list of things that a learner or teacher needs to focus on or consider. Examples could include assessment checklist, resources checklist, lesson planning checklist.

Chunk noun

Any pair or group of words commonly found together or near one another, e.g. phrasal verbs (get on), idioms (it drives me crazy), collocations (make the bed), fixed expressions (How do you do?). See lexical unit.

Class profile, learner profile noun

A description of the learners and information about their learning, including their age, ability, strengths and weaknesses in language and skills.

Classroom management noun

The things teachers do to organise the classroom, the learning and the learners, such as organising seating arrangements, organising different types of activities, and managing interaction patterns.

Closed question noun

A question which leads to a yes/no answer or another very short response, e.g. Did you come to school by bus? Yes. What did you have for breakfast? Toast. See open question.

Cloze test noun

A task-type in which learners read a text with missing words and try to work out what the missing words are. The missing words are removed regularly from the text, e.g. every seventh word. A cloze test is used for testing reading ability or general language use. It is different from a gap-fill activity, which can focus on practising or testing a specific language point and particular words connected to the language point are removed from the text. See gap-fill.

Cognitive adjective (processes)

The mental processes involved in thinking, understanding and learning, e.g. recognising, analysing, remembering, problem solving.

Coherence noun, coherent adjective

When ideas in a spoken or written text fit together clearly and smoothly, and so are logical and make sense to the listener or reader. Teachers help learners to be coherent by getting them to plan what they will include in a text before they write it.

Cohesion noun, cohesive adjective

The way spoken or written texts are joined together with grammar or lexis, e.g. conjunctions (Firstly, secondly), topic related vocabulary, pronouns (e.g. it, them, this).

Cohesive device noun

A feature in a text which provides cohesion (joins texts together), e.g. use of vocabulary about the topic throughout a text, of sequencing words (then, next, after that, etc.), of pronouns (he, him, etc.), of conjunctions (however, although, etc.).

Collaborate verb, collaborative adjective

To work together. Learners often collaborate in class when carrying out tasks which typically involve working together on planning, creating, discussing, evaluating, etc.

Communicative activity noun

A classroom activity in which learners need to talk or write to other learners to complete the activity, e.g. a role play.

Communicative approach(es) noun

An approach to teaching and practising language which is based on the principle that learning a language successfully involves real written and spoken communication rather than just memorising a series of rules. Teachers using communicative approaches try to focus on meaningful communication by providing activities for learners to do which involve practising language in real life situations. For example, to practise should and shouldn't, learners give each other advice about the best way to improve their

Concept questions noun, **concept checking** verb

A concept question is a question asked by the teacher to make sure that a learner has understood the meaning of new language,e.g. teaching the new grammatical structure 'used to', using the example He used to live in Paris concept question – Does he live in Paris now? Answer – No.

Concept checking is the technique of asking concept questions or using other techniques to check that learners have understood the meaning of a new structure or item of vocabulary.

Consolidate verb, reinforce verb

To do something again in order to allow learners to understand and remember it more completely. For example, learners can consolidate a grammar point by doing extra practice. See review, revise.

Content and Language Integrated Learning (CLIL) noun An approach in which learners are taught a non-language subject such as science or geography through a target language. Subject content and language are interrelated. For example, in Spain, teaching young learners science in English and using science material in English so that learners can think about and then communicate their ideas about science in English.

Content-based instruction noun, content-based learning noun

An approach to teaching, traditionally associated with the US and Canada, in which non-native speakers, often from minority language groups, learn about a topic or a subject through the target language. For example, migrant children in the US studying science using English only in class and using English material. The children develop their English and learn about science at the same time.

Context noun

1. The situation in which language is used or presented; e.g. a story about a holiday experience could be used as the context to present and practise past tenses. Photographs can help to provide a context for a magazine article.

2. The words or phrases before or after a word in discourse which help someone to understand that word, e.g. I drove my van to the town centre and parked it in the car park. We know that van must be some kind of vehicle because the words drive and park provide a context. See deduce meaning from context.

Contextualise verb

To put new language into a situation that shows what it means, e.g. when teaching the past simple tense showing learners a series of pictures of a family holiday that went wrong. See set the scene, set the context.

Co-operation noun, co-operate verb, co-operative adjective

Working together and helping each other. In some group work activities learners co-operate to find the answer or solve a problem.

Correct verb, correction noun

Teachers helping learners to make what they write or say better or right.

Echo correction – When learners make a mistake, the teacher repeats the mistake with rising intonation encouraging learners to correct themselves, e.g.

Learner: He don't like it.

Teacher: Don't?

Learner: He doesn't like it.

Finger correction – A way of drawing attention to where a learner has made a mistake. The teacher counts out the words a learner has said on her fingers. The fingers represent words and the teacher can show clearly in which word (finger) the mistake was made. A teacher may use finger correction to show that a mistake has been made with word or sentence stress, word order, grammar, pronunciation of sounds etc.

Peer correction – When learners correct each other's mistakes, perhaps with some help from the teacher.

Self-correction – When learners correct language mistakes they have made, perhaps with some help from the teacher.

Correction code noun

A series of symbols a teacher may use to mark learners' writing so that they can correct mistakes by themselves, e.g. P = punctuation mistake, T = tense mistake

Cue card, prompt card noun

A card on which there is/are (a) word(s) or (a) picture(s) to prompt or encourage learners to produce particular language, often during a controlled practice activity or drill; e.g. a teacher presenting I like + ing / I don't like + ing could have a number of picture cue cards with different activities (swimming, reading etc.). Learners have to respond to the cue card using I like + swimming or I don't like + swimming.

Curriculum noun
The subjects which make up an educational programme; e.g. maths, science and English are subjects on most school curriculums. They are taught differently in different contexts and in different cultures. See syllabus.

Develop skills phrase, skills development phrase
To help learners to improve their listening, reading, writing and speaking ability. Teachers do this in class by providing activities which focus on skills development; e.g. learners read a text and answer comprehension questions. .

Differentiate verb, differentiation noun
To make or see a difference between people and things. In teaching, this can have a special meaning relating to dealing with mixed ability or mixed level learners in one class. The teacher can provide different tasks, activities, texts or materials for different learners in the class according to their ability.

Discourse noun
Spoken language or written language in texts, e.g. groups of sentences which are spoken or written.

Drill noun
A technique teachers use to provide learners with practice of language. It involves guided repetition of words or sentences. In a choral drill the teacher says a word or sentence and the learners repeat it together as a class. In an individual drill the teacher says a word or sentence and one learner repeats it.
In a substitution drill the teacher provides a sentence and a different word or phrase which the learner(s) must use (or substitute) in exactly the same structure, e.g.
Teacher: I bought a book. Pen
Learner(s): I bought a pen.
In a transformation drill the teacher says a word or a sentence and the learner answers by changing the sentence into a new grammatical structure, e.g.
Teacher: I bought a pen. Didn't
Learner: I didn't buy a pen.
Teacher: I went to the cinema. Didn't
Learner: I didn't go to the cinema.

Elicit verb
This is a teaching technique. When a teacher thinks that some learners know a piece of language or other information, he/she asks targeted questions or gives clues to get or prompt them to give the target language or information rather than simply providing it to the class her/himself. For example, the teacher is teaching words for different vegetables. He/she shows learners a picture of a carrot and

says: What's this? The teacher does this because he/she thinks some of the learners might be able to say:
It's a carrot.

Encourage verb, encouragement noun
1. To give someone confidence to do something. When a teacher helps learners to succeed by giving them confidence, e.g. Of course you can do it! You're doing very well . See confidence.
2. To tell someone to do something that you think would be good for them to do, e.g. teachers encourage learners to speak in class so that they can practise.

English-medium school noun
A school in a non-English-speaking country, in which all subjects are taught using English.

Entry noun
An item, for example a piece of information that is written or printed in a dictionary about a word, e.g. Easy: /ˈiːzi/ adj. 1. not difficult, and not needing much physical and mental effort: an easy job.

Error noun
A mistake that a learner makes when trying to say or write something above their level of language or language processing.
A developmental error is an error made by a second language learner which could also be made by a child learning their mother tongue as part of their normal development. A second language learner might make the error because they are applying a rule they have learned that doesn't work for this particular case e.g. I goed there last week (I went there last week).
A fossilised error is an error that has become (almost) permanent in a learner's language and has become a habit. Fossilised errors cannot easily be corrected. For example, a B2 learner might habitually not add an 's' when saying third person singular present simple verbs. Learners at this level do not usually make this mistake, but, for this learner, the error was not corrected early and it has become habitual.
A slip. When a learner makes a slip they make a language mistake but they are able to correct themselves, e.g. Learner: He like ice-cream, I mean, he likes ice-cream.

Evaluate verb, evaluation noun
To assess or decide on the quality, importance or effectiveness of something. Teachers may evaluate learners' progress or strengths and weaknesses. Teachers also evaluate their own lessons and think about the things that went well and the things that they could improve in future lessons.

Expectation noun
A belief about the way something will happen. Learners often have expectations about what and how they should learn.

Extension task noun, extend verb, extended adjective

An extension task is an activity which gives learners more practice of target language or the topic of the lesson or provides extra skills work; e.g. after learners have practised using the past simple by telling each other about their last holiday, they could do an extension task which involves writing sentences about the holidays they talked about.

Extensive listening/reading noun

Listening to or reading long pieces of text, such as stories or newspapers. Extensive reading is often reading for pleasure.

Facial expression noun

A person can show how they feel through their face, e.g. smiling, showing surprise.

Facilitate verb, facilitator noun

To make something possible. Teachers facilitate learning by planning and delivering lessons, maintaining discipline in the classroom and making it easier for learners to learn. See teacher role.

False friend noun

A word in the target language which looks or sounds similar to a word in the learners' first language but does not have the same meaning in both languages. For example, in French, 'librairie' is a place where people can buy books. In English, a library is a place you may go to borrow books rather than somewhere where you buy books (a bookshop).

Feedback noun, feed back verb, give, provide feedback verb

1. To tell someone how well they are doing. After a test, or at a certain point in the course, teachers might give learners feedback on how well they are doing.

2. Teachers also give feedback after an exercise that learners have just completed; e.g. after learners have done a gap-fill activity the teacher conducts feedback by asking learners to tell him/her which words they have put in the gaps. He/she writes the correct answers on the board.

3. In addition, learners can give feedback to teachers, and teacher trainers give feedback to trainee teachers about what went well or less well in their lessons. See peer feedback.

Filler noun

1. A short activity between the main stages of a lesson used for reasons such as time management or to provide a change of pace etc. For example, learners do a word game after a difficult piece of reading before moving on to some grammar work.

2. A word or sound used between words or sentences in spoken English when someone is thinking of what to say; e.g. When I went to London … um … I think it was about … er … 4 years ago. Er and um are fillers.

Flashcard noun

A card with words, sentences or pictures on it. A teacher can use these to explain a situation, tell a story, teach vocabulary etc.

Flexible adjective

Something or someone that can change easily to suit new situations. Teachers need to be flexible and to be prepared to change or adapt if the lesson is not going to plan.

Flipchart noun

A pad of large sheets of paper in a frame standing in the classroom, which teachers use for writing on and presenting information to the class.

Fluency noun, fluent adjective

Oral fluency – being able to speak at a natural speed without stopping, repeating, or self-correcting. In oral fluency activities, learners are encouraged to focus on communicating meaning and ideas, rather than trying to be correct.

Written fluency – being able to write without stopping for a long time to think about what to write. In a written fluency activity, learners give attention to the content and ideas of the text, rather than trying to be correct.

Fossilisation noun

The process in which incorrect language becomes a habit and cannot easily be corrected. For example, a B2 learner might habitually not add an 's' when saying third person singular present simple verbs. Learners at this level do not usually make this mistake, but, for this learner, the error was not corrected early and it has become habitual. See error.

Function noun

The reason or purpose for using language, e.g. making a suggestion; giving advice. See functional exponent.

Functional approach noun

An approach to teaching which uses a syllabus based on functions. The syllabus would focus on functions like 'making suggestions', 'giving advice', 'making requests', and would present and practise the language used to express these functions, e.g. Can you …?, Could you …?, Would you mind …?

Gap-fill activity noun

An activity in which learners fill in spaces or gaps in sentences or texts. Gap-fill activities are often used for restricted practice or for focusing on a specific language point, e.g. John _____ to the park yesterday. A gap-fill activity is different from a cloze test, which can focus on reading ability or general language use.

Gist noun, global understanding, listen/read for gist, listen/read for global understanding phrases

To read or listen to a text and understand the general meaning of it, without paying attention to specific details – for example, reading a restaurant review quickly to find out if the writer liked the restaurant or not. See detail, read for detail, listen for detail, intensive listening/reading, scan, skim.

Goal, target noun

An aim that a learner or teacher may have; e.g. a teacher's goal or target might be to help learners become confident speakers.

Graded reader noun

A book where the language has been made easier for learners. These are often books with stories or novels where the language has been simplified.

Grammar Translation method noun

A way of teaching in which learners study grammar and translate words and texts into their own language or the target language. They do not practise communication and there is little focus on speaking. For example, a teacher presents a grammar rule and vocabulary lists and then learners translate a written text from their own language into the second language or vice versa.

Guided discovery noun

An approach to teaching in which a teacher provides examples of the target language and then guides the learners to work out the language rules for themselves. For example, learners read an article which has examples of reported speech. Learners find the examples and answer questions about the grammar rules and the meaning of the examples.

Guided writing noun

A piece of writing that learners produce after the teacher has helped them to prepare for it by, for example, giving the learners a plan or model to follow, and ideas for the type of language to use. See process writing, product writing.

Handout, worksheet noun

A piece of paper with exercises, activities or tasks on it that a teacher gives to learners for a range of reasons during a class or for homework; e.g. a teacher gives learners a handout with the lyrics of a song made into a gap-fill activity.

Headword noun

A word whose meaning is explained in a dictionary. It usually appears in bold at the top of a dictionary entry, e.g. run verb: to move using your legs, going faster than you can walk; 'run' is the headword.

Higher-order thinking skills (HOTS) phrase

These are cognitive skills such as analysis and evaluation which teachers help (younger) learners develop. Higher-order thinking skills include thinking about something and making a decision about it; problem solving; creative thinking; thinking about the advantages and disadvantages of something. For example, in class a teacher asks learners to think about and discuss: How can we change the design of the building to make it more energy efficient? Higher-order thinking skills involve discussion and decision making.

Homograph noun

A word which is spelled the same as another word but has a different meaning, e.g. It's close to the river (adverb not far) and Please close the window (verb shut). See homophone, homonym.

Homonym noun

A word with the same spelling or pronunciation as another word, but which has a different meaning. There are two types of homonym: homographs, which are words with the same spelling but which have different meanings, e.g. bit (past form of 'bite') and a bit (a little), and homophones, which have the same

pronunciation but different spelling and different meanings, e.g. write and right. See homophone, homograph.

Homophone noun

A word which sounds the same as another word, but has a different meaning and may have a different spelling, e.g. I knew he had won; I bought a new book. See homograph, homonym.

Ice-breaker noun

An introductory speaking activity that a teacher uses at the start of a new course so that learners can get to know each other, e.g. a speaking activity which asks learners to find out about other learners' hobbies.

ICT / IT (Information [and Communication] Technology) noun

Using computers and digital technology to communicate and store information. Teachers help learners to use technology to enable them to improve information-processing skills, to explore ideas, to solve problems, to access and surf the internet, to develop collaborative learning with students who are in other places, to participate in video conferencing. The subject is known as ICT, the skills used are IT skills, and the lab is known as the IT lab.

Independent study phrase

Studying without a teacher present or without the teacher monitoring and directing the learning very closely. For example, learners could carry out research on a topic using reference resources. This could be done at home or with minimum involvement of the teacher in class.

Informal language noun

Language used in informal conversations or writing, e.g. Hi John. See formal language, register.

Information-gap activity noun

A classroom activity in which learners work in pairs or groups. Learners are given a task, but they are given different information and, to complete the task, they have to find out the missing information from each other. For example, learners work in pairs; one of the learners has a weather report from Toronto and the other a weather report from Taipei. Learners talk to each other to exchange information to find out what the weather is like in places they don't know about.

Information-transfer activity noun

An activity in which learners move information from one source to another, e.g. reading an explanation then completing a diagram with key words from the explanation.

–ing / –ed adjective: see adjective.

–ing form: see gerund.

Input noun and verb

To provide new information about something. Teachers input new language by providing examples and giving learners information about it; e.g. teachers can input new vocabulary through a text or by using the board.

Instruct verb, instruction noun

To order or tell someone to do something. Teachers give learners instructions for activities, e.g. Please turn to page 12 and do exercise 1.

Integrated skills phrase

An integrated skills lesson combines work on more than one language skill. For example reading and then writing or listening and speaking.

Intensifier noun

A word used to make the meaning of another word stronger, e.g. He's much taller than his brother; I'm very tired.

Intensive listening/reading phrase

One meaning of intensive listening/reading is listening or reading to focus on how language is used in a text. This is how intensive listening/reading is used in TKT.

Interaction noun, interact verb, interactive strategies phrase

Interaction is two-way communication between listener and speaker, or reader and text. Interactive strategies are the ways used, especially in speaking, to keep people involved and interested in what is said or to keep communication going, e.g. eye contact, use of gestures, functions such as repeating, asking for clarification.

Interaction patterns noun

The different ways learners and the teacher work together in class, e.g. learner to learner in pairs or groups, or teacher to learner in open class, in plenary. When teachers plan lessons, they think about interaction patterns and write them on their plan.

Interactive whiteboard (IWB) noun

A special board linked to a computer so that the screen on the computer is shown to the class. Teachers and learners can use it by touching it or by using an interactive pen. Interactive whiteboards make it possible for teachers to use online resources in class, such as YouTube clips and online dictionaries.

Interference noun

Interference happens when the learner's mother tongue affects performance in the target language, especially in pronunciation, lexis or grammar. For example, a learner may make a grammatical mistake because they apply the same grammatical pattern as they use in their mother tongue to what they are saying in the target language but the mother tongue grammatical pattern is not correct in the target language.

Inter-language noun

While they are learning a new language, learners create their own version of grammatical systems for the new language which they use as they are learning. Interlanguage is the most recent version of the language that learners create and is made from rules from their mother tongue and from the rules of the new language. Interlanguage is constantly changing and developing as learners learn more of the new language.

Introductory activity noun

An activity which takes place at the beginning of a lesson. Introductory activities often include warmers and lead-ins which teachers use to get learners thinking about a topic or to raise energy levels.

Jigsaw listening/reading noun

A communicative listening or reading activity. A text is divided into two or more different parts. Learners listen to or read their part only, then share their information with other learners so that in the end everyone knows all the information. In this way, the text is made into an information-gap activity.

Jumbled letters, paragraphs, pictures, sentences, words nouns

A word in which the letters are not in the correct order, a sentence in which the words are not in the correct order, a text in which the paragraphs or sentences are not in the correct order, or a series of pictures that are not in the correct order. The learners put the jumbled letters, words, text or pictures into the correct order.

L1 noun

L1 is the learner's mother tongue or first language; e.g. if the first language a learner learned as a baby is Spanish then the learner's L1 is Spanish.

L2 noun

L2 is the learner's second language. For example, for a Spanish person who learned English as an adult, English is their L2, Spanish is their L1.

Language awareness noun

A teacher's or learner's knowledge about language; an understanding of the rules of how language works and how it is used. Teachers need to develop their language awareness so that, for example, they know about and understand different verb tenses so they can help learners to understand them.

Language frame noun

Forms of support for writing and speaking at word, sentence and text levels or all three. They are types of scaffolding which help learners to start, connect and develop ideas. For example: Describing a process from a visual

The diagram shows …

First of all …

Then …

Next …

After that …

Finally …

Layout noun

The way in which a text is organised and presented on a page. Certain texts have special layouts; e.g. letters and newspaper articles have different layouts – when you look at them, the text is presented differently on the page.

Lead-in noun, lead in verb

The activity or activities used to prepare learners to work on a text, topic or task. A lead-in often includes an introduction to the topic of the text or task and possibly study of some new key language required for the text or task.

Learner autonomy noun, autonomous adjective, learner independence noun

When a learner can set his/her own aims and organise his/her own study, they are autonomous and independent. Many activities in coursebooks help learners to be

more independent by encouraging them to find out more about things in the book and helping them to organise their learning, such as by suggesting they keep vocabulary lists. See learning strategies, learner training.

Learner-centred adjective

When learners take part actively in a lesson. When learners are at the centre of the activities and have the chance to work together, make choices and think for themselves in a lesson. Pair and group activities make lessons more learner-centred.

Learning strategies noun

The techniques which learners consciously use to help them when learning or using language, e.g. deducing the meaning of words from context; predicting content before reading.

Learning style noun

The way in which an individual learner naturally prefers to learn something. There are many learning styles. Three of them are below.

Auditory learner noun-A learner who remembers things more easily when they hear them spoken. This type of learner may like the teacher to say a new word aloud and not just write it on the board.

Kinaesthetic learner noun-A learner who learns more easily by doing things physically. This type of learner may like to move around or move objects while learning.

Visual learner noun-A learner who finds it easier to learn when they can see things written down or in a picture. This type of learner may like the teacher to write a new word on the board and not just say it aloud.

Lesson evaluation noun

When teachers think about what went well in a lesson they taught and note things that they could improve in future lessons. Lesson evaluation can help teachers to improve their teaching.

Lexical approach noun

An approach to teaching language based on the idea that language is made up of lexical units rather than grammatical structures. Teachers using this approach plan lessons which focus on lexical units or chunks such as words, multi-word units, collocations and fixed expressions rather than grammatical structures. An example of an activity using a lexical approach would be for a teacher to ask learners to listen to a text and to note down all of the chunks they hear.

Lexical set noun

A group of words and/or phrases which are about the same topic or subject; e.g. a lexical set on the topic of weather could be: storm, rain, wind, cloud.

Lexical unit noun

A single word or a group of words which have one unit of meaning. The meaning of the group of words may be different from that of the individual words in the group. For example, car is a lexical unit which means a type of transport; car park is a lexical unit which means a place to leave your car; car park attendant is a lexical unit which means a person who looks after cars in a car park.

Lexis noun (also vocabulary), lexical adjective

Individual words or sets of words, e.g. homework, study, whiteboard, get dressed, be on time. Lexical means connected with words or sets of words. See lexical approach, lexical set, lexical unit.

Literacy noun

The ability to read and write. Teachers of young learners work on developing their learners' literacy skills by teaching them, for example, how to form letters and to write on a line.

Lower-order thinking skills (LOTS) phrase

These are skills such as remembering information and understanding information. They are often used in the classroom to check understanding and to review learning. Lower-order thinking skills usually involve closed questions.

Matching task noun

A task-type in which learners are asked to pair things together, e.g. match two halves of a sentence, or match a word with a picture.

Methodology noun

A word used to describe the way teachers do different things in the classroom, e.g. the techniques they use in classroom management.

Mingle noun and verb

A mingle is an activity which involves learners walking round the classroom talking to other learners to complete a task. For example, learners could mingle to find out what the other learners in the class like doing in their free time.

Mixed ability, mixed level adjective

The different levels of language or ability of learners studying in the same class. Teachers sometimes prepare different tasks for different learners in the class so that all of the learners are able to succeed in an activity.

Monitor verb, self-monitor verb

1. To watch and listen to learners when they are working on their own or in pairs or groups in order to make sure that they are doing what they have been asked to do, and to help them if they are having problems. For example, while learners are doing a role-play in pairs, the teacher walks around the room listening to them, perhaps noting down errors, and helping when needed.
2. To listen to or read the language you use to check if it is accurate and effective. Teachers do this to make sure that learners can understand them.

Motivation noun, motivate verb

Feelings of interest and excitement which make us want to do something and help us continue doing it. Learners who are highly motivated and want to learn English are more likely to be successful.

Demotivate verb, demotivated adjective- To make someone lose motivation. Learners can become demotivated if they feel a lack of progress.

Unmotivated adjective- Without motivation; having no motivation. Learners who do not see a reason for learning a particular subject can be unmotivated.

Multiple-choice question noun

A task-type in which learners are given a question and three or four possible answers or options. They choose the correct answer from the options they are given, e.g.

Listen to the weather report. What will the weather be like tomorrow?

A very sunny

B a bit sunny

C not at all sunny

Natural order noun

Research into how we learn a language has shown that there is an order in which all learners naturally learn grammar items. Some language items are learned before others; e.g. we learn to add 's' to words to make a plural form before we learn to use 'the'/'a'.

Objective noun

Something that you plan to achieve. Lesson objectives are specific learning targets that help achieve a lesson's aims, e.g. Learners will be able to understand the gist of the text.

Observe verb, observed lesson noun

To observe means to watch carefully the way something happens. An observed lesson is a lesson that is watched by a teacher trainer or a colleague. Teacher trainers or colleagues usually discuss the lesson they have observed with the teacher and talk about the strengths of the lesson and about things that could be improved.

Open class, whole class adjective

When the teacher leads the class and each learner is focusing on the teacher, rather than working alone or in groups. When learners respond, they do so in front of everyone in the class. For example, at the beginning of a lesson, the teacher puts a picture on the board and asks all of the learners to look at it. He/she then chooses individual learners to describe the picture while everyone else listens.

Open question noun

A question which can lead to a long response, e.g. How did you spend last weekend? Why do you think many people prefer to drive rather than use public transport? Open comprehension questions are a task-type in which learners read or listen to a text and answer questions using their own words.

Open-ended adjective (task, questions)

A task or question that does not have a right or wrong answer, but which allows learners to offer their own opinions and ideas or to respond creatively, e.g. Why do you think the writer likes living in Paris?

Oral test noun

A test of speaking ability. Many public exams have reading, listening, writing and speaking parts to their test.

Origami noun

The art of making objects for decoration by folding sheets of paper into shapes. Teachers use origami activities in class, especially with younger learners, as a way of providing language practice and developing communication skills and listening skills.

Outcome noun

The result of teaching/learning. The teacher intends or aims for a result or outcome in terms of learning at the end of the lesson. For example, a teacher might aim that the outcome of a role-play will be that the learners will be more confident in speaking.

Over-application of the rule, over generalisation noun

When a learner uses a grammatical rule he/she has learned, but uses it in situations when it is not needed or not appropriate, e.g. a learner says There were three girls (correct plural form used for most nouns) and two mans. (incorrect plural form – not appropriate for man).

Pace noun, pacing noun

The speed of the lesson. A teacher can vary the pace in a lesson by planning different activities in order to keep the learners' attention.

Pairs noun

Closed pairs – When learners in the class work with the person sitting next to them but not in front of the class. For example, learners discuss the answers to a task with the person sitting next to them.

Open pairs – In open pairs, one pair does an activity in front of the class. This technique is useful for showing how to do an activity and/or for focusing on accuracy.

Peer feedback noun

Feedback given to a learner by another learner in the class; e.g. learners can give each other feedback on things that are good and things that can be corrected in a piece of written work. See feedback.

Phoneme noun

The smallest sound unit which can make a difference to meaning e.g. /p/ in pan, /b/ in ban. Phonemes have their own symbols (phonemic symbols), each of which represents one sound. See phonemic chart.

Phonemic chart noun

A poster or diagram of the phonemic symbols arranged in a particular order. Below is an example of the International Phonetic Alphabet or IPA. See phoneme, phonemic symbols, phonemic transcription.

Phonemic symbols noun

The characters we use which represent the different sounds or phonemes, e.g. /ɜː/, /tʃ/, /θ/. Words can be written in phonemic script (usually the International Phonetic Alphabet or IPA), e.g. /dɒktə/ = doctor. See phoneme, phonemic chart, phonemic transcription.

Phonemic transcription noun

Phonemic transcription means writing words using phonemic symbols, e.g. writing doctor as /dɒktə/. This is done in dictionaries to show pronunciation.

Phonology noun, phonological adjective

The study of sounds in a language or languages. When teaching new language, teachers focus on teaching sounds and on other phonological areas such as stress and intonation.

Picture dictation noun

A classroom activity in which the teacher describes a scene or an object and learners draw what they hear. The activity can also be for learners to describe a scene or an object and other learners draw what they hear, perhaps in pairs; e.g. learner A describes and learner B draws. See listen and do/make/draw.

Picture story noun

Stories that are shown in pictures instead of words. Teachers use picture stories to present language or for providing practice of language; e.g. learners saying what happened in a series of pictures of a story which took place in the past can practise past tenses.

Plenary noun and adjective

Part of a lesson when the teacher discusses ideas with the whole class; for example a plenary could be held at the end of a lesson when the teacher might assess learning by asking learners to review what has been learned.

Portfolio noun

A collection of work that a learner uses to show what he/she has done during a particular course. A purposeful document, regularly added to, that may be part of continuous assessment. See portfolio assessment.

Practice noun

Controlled practice, restricted practice-When learners use the target language repeatedly and productively in situations in which they have little or no choice of what language they use. The teacher and learners focus on accurate use of the target language. For example, teaching the present simple: John gets up at 7.00, he has breakfast, he gets dressed etc. The teacher says each sentence and learners repeat them, then they practise the same sentences in pairs.

Less controlled, freer practice, free practice-When learners use the target language but have more choice of what they say and what language they use. For example, when practising the present simple learners talk to each other about their daily routines.

Prediction noun, predict verb

Using your experience or knowledge to say what you think will happen in the future. Prediction is a technique or learning strategy learners can use to help with listening or reading. Learners think about the topic before they read or listen. They try to imagine what the topic will be or what they are going to read about or listen to, using clues like headlines or pictures accompanying the text or their general

knowledge about the text type or topic. This makes it easier for learners to understand what they read or hear.

Prefix noun

A prefix is a letter or group of letters added to the beginning of a word to make a new word, e.g. clear – unclear.

Presentation noun, present verb

1. When the teacher introduces new language. Teachers present new language, sometimes by using the board and speaking to the whole class, or they might use a text which includes the new language for their presentation.

2. When learners give a talk to their class or group; e.g. a learner does some research and prepares a PowerPoint presentation about a subject he/she is interested in.

Presentation, Practice and Production (PPP) noun

An approach to teaching new language in which the teacher presents the language using a situation, gets learners to practise it in exercises or other controlled practice activities, and then asks learners to use or produce the same language in a communicative and less controlled way. For example, teaching the present simple, John gets up at 7.00, he has breakfast, he gets dressed etc. The teacher shows learners pictures of a person (John) doing these things and shows a calendar to show the learners that the person (John) does these things every day (this is the presentation stage). The teacher checks learners understand the meaning (routine) then gets learners to repeat example sentences, in open class then in pairs (the practice stage). Finally, the learners talk to each other about their daily routines (the production stage).

Pre-teach verb (vocabulary)

Before introducing a text to learners, the teacher can teach key vocabulary from the text which he/she thinks the learners do not already know and which they need in order to understand the main points of a text. For example, if learners are going to listen to a weather report, before they listen they match pictures of different weather to words for different types of weather (cloudy, sunny, foggy, etc.). The teacher is pre-teaching key words from the text.

Problem-solving activity noun

Learners work in pairs or groups to find the solution to a problem. For example, learners are given a problem situation such as a town centre with too much traffic and they talk together to think of solutions to the problem. Problem-solving activities usually help to develop oral fluency.

Procedure noun

A set of actions that describes the way to do something. Teachers write lesson plans and provide details of exactly what is going to happen in each stage of a lesson; e.g. learners practise the language of complaints in a role-play in pairs. The details of the different actions are the procedures of the lesson.

Process verb and noun

1. To think actively about new information in order to understand it completely and be able to use it in future. Learners need to analyse and think about what a

piece of new language means, how it is used and how it is formed, and perhaps see how it fits with their own language. When learners have a better understanding of these things they may be better able to use the language correctly.

2. The series of actions which are taken to achieve a result, for example preparing a grammar lesson, might involve the process of researching and analysing a language point, choosing an approach to teach it, finding materials, and then writing a lesson plan.

Process writing noun

An approach to writing, which thinks of writing as a process which includes different stages of writing such as planning, drafting, re-drafting, editing, proofreading. See guided writing and product writing.

Product writing noun

An approach to writing which involves analysing and then reproducing models of particular text types. For example, learners read a restaurant review, analyse the way it is written, then produce their own review. See guided writing and process writing.

Productive skills noun

In language teaching we talk about the four skills: reading, listening, speaking and writing. Speaking and writing are productive skills because learners produce language. Reading and listening and not productive skills.

Proficiency noun, proficient adjective

Being able to do something very well, e.g. speaking English. Learners who practise speaking can become more proficient.

Project work noun

An activity which focuses on completing an extended task or tasks on a specific topic. Learners may work in groups to create something such as a class magazine. Learners sometimes do some work by themselves, sometimes outside the classroom.

Prompt verb and noun

To help learners think of ideas or to remember a word or phrase by giving them a part of it or by giving another kind of clue. When a teacher suggests a word that the learner hasn't remembered, e.g.

Learner: I want to …… in an office.

Teacher: Work?

Learner: Yes, I want to work in an office.

A teacher can also use a word prompt to correct a learner, e.g.

Learner: He don't like that.

Teacher: Grammar.

Learner: Sorry – he doesn't like that. See elicit.

Proofread verb

To read a text in order to check whether there are any mistakes in spelling, grammar, punctuation etc. Teachers encourage learners to proofread their homework and correct their mistakes before they hand it in.

Prop noun

An object used by actors performing in a play or film. Teachers may give learners props to use when they are doing a role-play in class.

Punctuation noun

The symbols or marks used to organise writing into clauses, phrases and sentences to make the meaning clear.

Apostrophe noun ' ' is added to a singular noun before an 's' to show that something belongs to

someone, e.g. Mae's house. An apostrophe is also common in contractions, e.g. He's (He is or He has).

'at' symbol noun @ used instead of 'at' in email addresses, e.g. john@yahoo.com

Comma noun , used to separate items in a list or to show where there is a pause in a sentence, e.g.

I bought some apples, oranges, bananas and lemons. When I went to the market, I met my friend.

Exclamation mark noun ! written after a sentence to show excitement, surprise or shock, e.g. Be careful!

Full stop noun . used at the end of a sentence, e.g. I like chocolate.

Question mark noun ? used at the end of a question, e.g. How are you?

Speech marks noun 'x' written before and after a word or a sentence to show that it is what someone said, e.g. John said 'My favourite subject is music'.

Pupil profile chart noun

A table or diagram used by teachers to record learners' performance and progress in different skills during a course. Pupil profile charts help teachers to monitor learners' progress and to evaluate needs.

Puppet noun

A model of a person or animal often made of paper or cloth, which a teacher or learners can move by putting their hand inside. Puppets are often used when teaching young learners.

Raise awareness phrase

To help learners to start to understand something that they may not already know by focusing on it. For example, if you teach learning strategies, it can raise learners' awareness of how to learn.

Range noun

A number of different things which are of the same type. For example, teachers can use a range of activities in their lessons such as a discussion activity, a role-play activity, multiple choice questions, or a gap fill activity. We also use range when we talk about learners' language. For example, when a learner uses many different adjectives in a description of her town we say she has 'a good range of adjectives' whereas when a learner uses just a few adjectives again and again when describing her town we say that she has 'a limited range of adjectives'.

Ranking activity, rank ordering activity, prioritising activity noun, prioritise verb, rank verb

Putting things in order of importance. In the classroom, a prioritising or rank-ordering activity is a communicative activity in which learners are given a list of

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things to rank (put in order of importance). It involves discussion, agreeing/disagreeing and negotiating.

Rapport noun, build rapport phrase
The relationship between the teacher and learners. Teachers try to build or create good rapport and to have a good relationship with their learners because it makes the classroom a better place for learning.
Rationale noun
The reason for doing something, e.g. the rationale for pre-teaching vocabulary before learners read a text is to help learners read the text more easily. When teachers plan a lesson, they think about a rationale for activities and procedures.
Realia noun
Real objects such as clothes, menus, timetables and leaflets that can be brought into the classroom for a range of purposes. For example, teachers might bring in different clothes to teach learners the words for those clothes (shirt, skirt, trousers etc.).
Recall verb and noun
To remember, bring something back into the mind; e.g. in a test, learners might have to recall vocabulary they learned the week before.
Recast verb, reformulate verb, reformulation noun
To reword a sentence or phrase to improve it, e.g. when a teacher corrects what a learner has said by repeating the sentence correctly, but without drawing the learner's attention to the mistake. This is usually the way parents 'correct' their young children's language mistakes.
Learner: I am not agree.
Teacher: Oh, you don't agree. Why not?
Receptive skills noun
In language teaching we talk about the four skills: reading, listening, speaking and writing. Reading and listening are receptive skills because learners receive language; they do not have to produce language.
Recycle verb
To focus on words or structures that have been taught before, for revision and more practice. Course books often recycle vocabulary and structures in later units that has been presented in early units.
Re-draft verb
When a piece of writing is changed with the intention of improving it. A writer's first draft may be re-drafted. Many teachers encourage learners to write a first draft quickly to get their ideas down on paper, then to go back and re-draft the text, correcting mistakes and improving the text. See draft, process writing.
Reference materials noun, reference resources noun
The materials which teachers and learners can use to find or check information, e.g. grammar books, dictionaries and online teaching resources.

Reflect on teaching, learning phrase

To think about a lesson after teaching it or to think about learning in order to decide what worked, what did not work, and how to improve teaching/learning in the future.

Reflective adjective (teachers)

Teachers who look back on the lessons they have taught and think about what worked and what did not work, in order to improve their teaching.

Register noun

The formality or informality of language used in a particular situation. Formal register or formal language is language which is used in serious or important situations, e.g. in a job application. Informal register or informal language is language used in relaxed or friendly situations, e.g. with family or friends. Register may also refer to language which is specific to a particular group, e.g. technical register, scientific register. See formal, informal.

Report back phrasal verb

When a learner tells the whole class what was discussed in groupwork or pairwork. For example, after a group discussion on using the internet, one of the learners in each group tells the whole class the main points mentioned in their group.

Role-play noun and verb

A classroom activity in which learners are given roles to act out in a given situation, e.g. a job interview role-play where one learner is the interviewer and the other learner is the interviewee. Role-plays are usually done in pairs or groups.

Root word, base word noun

The main word or part of a word from which other words can be made by adding a prefix or suffix; e.g. help is the root or base word of helpful, unhelpful and helpless. See core.

Rubric noun

Written instructions for an exercise, activity or task in a test; e.g. for a multiple-choice task the rubric might be: For questions 1 – 7, choose the best option (A, B or C) to complete each of the statements.

Scaffolding noun

Scaffolding is the temporary support that teachers (and parents) give to learners to help them to do a task, solve a problem, communicate or understand. Scaffolding can be through the use of teacher language to help learners understand language and use of language, e.g. using language at the learners' level; asking questions; using gestures and actions when speaking; using L1 when necessary. Scaffolding can also be through the use of teaching strategies, e.g. providing language models or prompts; using

substitution tables and language frames. Scaffolding is temporary support which is gradually taken away so that learners can eventually work without it.

Scan verb

Reading a text to look for specific information and paying no attention to everything else in the text, e.g. looking for a word you want to know the meaning of in a dictionary. See detail, gist, global understanding, skim.

Scheme of work noun

A basic plan of what a teacher will teach for a number of lessons. Its aim is to try to ensure that lessons fit logically together, to give the teacher clear goals and to try to ensure a balance of language, skills, topics and activities over a number of weeks or months.

Schwa noun

The /ə/ sound is called the schwa. It is a feature of many weak forms, e.g. /kən/ in I can play tennis.

Script noun

1. A set of letters used for writing a particular language, e.g. Arabic script, Cyrillic script, Roman script.

2. The written version of the words of spoken language, e.g. the words heard during a listening activity.

Seating arrangement, seating plan noun

The way the learners sit in the classroom, e.g. in rows, in a circle around the teacher, in groups around different tables. Teachers sometimes make a seating plan of where the learners should sit in the classroom.

Self-access centre, learning centre noun

A place with learning resources such as books, computers, CDs and DVDs where learners can study by themselves.

Sentence dominoes noun

A pair or group game in which learners match half-sentences, in order to make full sentences. They do this by taking turns to join dominoes which, in the context of language teaching, are typically single pieces of paper with two half-sentences on them, at either end of other dominoes; e.g.

The second half of one card and the first half of another card form a sentence (e.g. I went to bed at midnight). As the game continues, learners develop a line of sentences.

Sentence level phrase

When we study language, we can study words, sentences or whole texts. When we study words in a text we are studying language at word level; studying sentences in a text is studying language at sentence level and when we study whole texts we are studying language at text level. Studying a text at sentence level means looking at the language features of sentences in a text and looking at how the sentences are made – for example looking at the use of imperative forms, use of relative clauses, use of punctuation. S

Sentence transformation activity noun

A task-type in which learners are given a sentence and a prompt, and have to make a second sentence, which means the same as the first, using the prompt, e.g.

It's too cold to play tennis.

It _____ to play tennis. (enough)

It isn't warm enough to play tennis.

Sequence noun and verb, sequencing activity noun

A sequence is a series of things which follow each other in a logical order. Learners can sequence pictures in a story, i.e. put them in order.

Set a question, set a task, set a test phrase

To give learners a question to answer, e.g. an essay question such as: Is living in a big city better than living in a small town? To tell learners what to do in a task, e.g. find the meaning of these five words in your dictionary. To give learners a test to do; e.g. many teachers set a weekly test for learners to find out how well the week's work has been understood.

Set the scene, set the context phrase

To explain or discuss the topic or situation of something learners will read, hear, talk or write about, so that learners understand the topic or situation before they begin their task. For example, before playing a recording of a conversation between two people, a teacher might tell learners who the people are on the recording, where they are and what they are talking about. This prepares learners for the listening and it means they are better able to understand what the people are saying.

Settler noun

An activity used to quieten and calm children perhaps done after a more lively activity. For example, a piece of copying or quiet drawing or colouring in.

Silent period noun

The time when learners who are beginning to learn a first (or second) language prefer to listen (or read) before producing the language; e.g. babies have a silent period when they listen to their parents before starting to try to speak themselves.

Situational presentation noun

A way of presenting new language through a simple story or situation. The teacher may use pictures or other aids to help him/her create the situation, For example, a teacher is teaching If I were you I'd… for giving advice. The teacher shows learners a picture of a young man. He/she tells the learners that this is John and that John has a job interview tomorrow. The teacher says that John needs the learners' help, He wants to know what he should and shouldn't do during the interview to be successful and get the

job. The teacher asks learners for their ideas, such as wear a suit, be on time, smile and be friendly etc. Then the teacher asks how they can tell John these things. He/she helps the learners to say: If I were you, I'd wear a suit; If I were you, I'd be on time, etc. Then the learners practise the different sentences in open class, then pairs. Situational presentations are part of the Presentation, Practice, Production (PPP) approach.

Skills noun

The four language skills are listening, speaking, reading and writing. See develop skills, subskills, receptive skills, productive skills.

Skim verb

To read a text quickly to get a general idea of what it is about – e.g. reading a description of a city to find out if it sounds like somewhere you'd like to visit. See detail, gist, global understanding.

Speculate verb

To guess something based on information you have; e.g. the teacher shows learners a picture with two men wearing suits sitting at a desk. He/she asks learners to guess what the men are doing. Learners say: they might be having a meeting, it might be a job interview etc.

Speech marks: see punctuation.

Stirrer noun

A lively activity teachers use to activate children in class – for example, a mingle or an action game. See settler.

Story corner noun

A permanent space in the classroom where learners can tell each other stories or sit quietly and read stories. Teachers sometimes use story corners to encourage children to be more independent by allowing them to choose which activity they would like to do.

Storyboard noun

This shows the events in a story, sometimes with speech and thoughts or short text.

Structural approach noun

A way of teaching which uses a syllabus based on grammatical structures, e.g. present simple, present continuous, past simple. The order in which the language is presented is usually based on how difficult it is thought to be. See functional approach.

Student talking time (STT) phrase

This is about the time learners spend speaking in a lesson. See Teacher Talking Time (TTT).

Subskill noun

Each of the four language skills can be divided into smaller subskills that are all part of the main skill; e.g. identifying text organisation is a subskill of reading; identifying word stress is a listening subskill. See detail, gist, global understanding, scan, skim.

Supplementary material noun, supplement verb and noun

The books and other materials which teachers can use in addition to a coursebook, e.g. pronunciation practice materials.

Survey noun

An activity in which learners find out information from others by asking questions or using questionnaires in order to practise speaking skills and/or specific language. For example, learners might conduct a survey to find out how often their classmates use the internet.

Swap verb

To change one thing for another; e.g. in class a teacher could ask learners to swap partners so that they can work with someone different.

Syllabus noun

This describes the language and skills to be covered on a course, and the order in which they will be taught. The content of a syllabus will be based on the writer's beliefs about language learning. See curriculum.

Target language culture phrase

The traditions and culture of the country whose language is being studied. For example, a learner studying Japanese might want also to learn about things like Japanese festivals, Japanese food, Japanese music etc.

Task noun

An activity that learners complete. For example, problem-solving activities or information-gap activities are tasks. Task may also be used as another word for activity. See Task-Based Learning (TBL).

Task-based learning (TBL) noun

An approach to teaching in which the teacher asks learners to do a task which has an achievable result. The task the teacher gives is the type of task people might do in real life and which involves communicating with other learners. For example, learners might be given the task of planning the opening of a new restaurant in their town. They then have to decide where the restaurant

should be, what kind of food it will serve, how big it will be, how expensive etc. While doing the task, learners use language to prepare a report on their decisions. When they have completed the task and their report, the teacher may ask them to think about the language they used while doing the task, but the main focus for learners is on the task itself.

Task-type noun

A set of questions or an activity that are all of one kind, e.g. multiple choice, gap-fill, matching.

Teacher-centred adjective

When the teacher leads activities in the classroom, usually from the front of the class with the learners' attention on him/her. In teacher-centred parts of the lesson the teacher might be explaining something to the learners or asking individual learners questions or asking learners to repeat models or giving instructions. If a lesson is thought to be too teacher-centred it means that learners are not being given opportunities to work together, to practise, share experiences or think for themselves.

Teacher role noun

This is about the different jobs a teacher can have in a class and the different ways a teacher can manage the classroom and the learners; e.g. a teacher can choose to take a controlling role, giving directions or instructions at the front of the class or to take a less controlling role, monitoring learners as they work.

Teacher roles in the classroom:

Assessor noun-Assessing learners' performance, behaviour, effort and contribution. Evaluating learners' performance, behaviour and contribution. Testing learners' progress and level. Providing feedback on work, progress, behaviour and contribution.

Contributor noun-Contributing ideas or information other than language, e.g. participating in discussions.

Counsellor noun-Giving learners advice on difficulties they may have outside of their language class. Showing understanding of issues learners bring to the classroom from outside.

Diagnostician noun- Diagnosing and evaluating learners' needs and difficulties.

Facilitator noun- Developing learner autonomy. Helping learners to access resources. Providing opportunities for individual learning.

Language resource noun-Clarifying language. Correcting learner language. Consolidating learner language. Contextualising language. Eliciting language. Explaining language. Modelling language. Checking understanding of language. Personalising language. Providing language input.

Manager noun-Managing the learners, the lessons and procedures in the classroom, e.g. controlling the group dynamic, deciding on interaction patterns, demonstrating tasks and activities, building rapport, encouraging learners, giving instructions, motivating learners, maintaining discipline, responding to classroom problems as they happen.

Monitor/Observer noun- Monitoring, observing and collecting information about learner performance, behaviour, contribution, effort and progress. Keeping a written record of learners' work.

Narrator noun- Narrating stories and things that have happened.

Teacher roles outside the classroom:

The teacher also has roles to play outside the classroom. Before a lesson, the teacher has to plan activities which may involve anticipating problems and suggesting solutions; deciding on a methodology for lessons; designing and adapting texts and materials for lessons; preparing texts and tasks for learners; selecting materials and texts for lessons. After a lesson, the teacher may reflect on his or her own performance. Reflecting on learner's progress and performance may take place after several lessons.

Teacher talking time (TTT) noun

This is about the time the teacher spends talking in a lesson. See Student Talking Time (STT).

Test noun and verb

A formal assessment of a learner's language.

An achievement test is used to see how well learners have learned the language and skills taught in class. Achievement tests are often at the end of term or end of the year and test the main points of what has been taught in that time.

A diagnostic test is used to identify problems that learners have with language or skills. The teacher diagnoses or finds out the language problems learners have. It can also be used to diagnose or find out about learner strengths. Diagnostic testshelp the teacher to plan what to teach, or what not to teach, in future.

An objective test is a test which has only one correct answer (for each question) and is marked without using the examiner's opinion, e.g. true/false questions, multiple-choice questions. There is a clear right or wrong answer.

A placement test is used at the beginning of a course in a language school in order to identify a learner's level of language and find the best class for them.

A proficiency test is used to see how good learners are at using the target language. The contents of a proficiency test are not chosen according to what has been taught, but according to what is needed for a particular purpose, e.g. English for hotel receptionists, English for studying at university, English for general communication. Cambridge English: First and IELTS are examples of proficiency tests.

A progress test is used during a course in order to assess the learning up to a particular point in the course. Teachers might set progress tests weekly or in the middle of a course.

A subjective test is a test in which the examiner's opinion and judgement is used to decide on the quality of the answer. There isn't just one correct answer. There may be many different answers which are correct. Types of subjective test are, for example; written stories, compositions, interviews, conversations. Subjective tests can be made more reliable by using assessment criteria. See assessment criteria.

A summative test is used at the end of a course. The focus is on the mark or grade given and feedback is not usually provided.

Test–teach–test noun

An approach to teaching new language. The teacher asks learners to do a task to see how well they know a certain piece of language (this is the first test stage). The teacher then presents the language which is new for the learners (the teach stage).

Finally the teacher asks the learners to do another task using the new language correctly (this is the second test stage). This way of teaching target language can be helpful if the teacher thinks the learners may already know some of the target language. It helps the teacher diagnose what the learners need to learn so that he/she can focus only on this in the teach stage.

Text level phrase

When we study language, we can study words, sentences or whole texts. When we study words in a text we are studying language at word level, studying sentences in a text is studying language at sentence level, and when we study whole texts we are studying language at text level. Studying a text at text level means looking at the discourse features in a text – for example, in a written text looking at cohesion and cohesive devices (how the text is linked) and coherence (how the parts of the text fit
together).

Text type noun

Different types of texts, each of which has specific features such as layout and use of language. These features make them part of a recognisable type of text; e.g. letters, emails, news reports are different text types.

Timeline noun

A diagram that shows learners the relationship between tense and time. It is often used in language teaching to present the use of a new tense or to correct learners when they use tenses wrongly, e.g.

Timetable fit noun

Teachers plan timetables which provide details of the lessons they will teach in the near future. Timetable fit is about how a lesson fits logically into the sequence of lessons in a timetable; e.g. a lesson where learners talk about their last holiday goes after a lesson in which the past simple was presented and before a lesson where learners write about their last holiday.

Timing noun

The likely time different activities or stages in a lesson plan should take. When teachers plan lessons, they think about how long each activity will take and they usually write this on their plan.

Total Physical Response (TPR) noun

A method or approach to teaching in which the teacher presents language items in instructions and the learners have to do exactly what the teacher tells them; e.g. the teacher says: Stand up and the learners stand up; the teacher says: Walk to the window and the learners walk to a window in the classroom.

Trace verb

To copy a letter or a picture by putting transparent paper (paper you can see through) on top of it and following the lines with your pencil. This is an activity that teachers do with young learners which helps them to learn to write and to draw.

True/false question noun

A task-type in which learners read or listen to a text and decide whether statements are correct (true) or not correct (false). True/false questions can be used as comprehension tasks or as a speaking activity in which learners say if they think sentences are right or not and why they think so.

Utterance noun

A complete unit of speech in spoken language. An utterance can be shorter than a sentence, e.g.

A: When's he coming? B: Tomorrow. C: Oh!

'When's he coming?' is an utterance and 'Tomorrow' and 'Oh' are both utterances.

Varieties of English phrase

English is spoken as a first or second language in many countries around the world, but the English spoken may be slightly or significantly different in each country or in different parts of one country; e.g. different vocabulary or grammar may be used. An example of this is the English spoken in the USA and that spoken in the UK.

Venn diagram noun

A drawing of circles that cross over each other showing the similarities and differences between two or three objects, people, concepts, places. They are also used to show a whole set of items and a sub-set of those items, e.g.

Visual aid noun

A picture, a diagram or anything else learners can look at which can help teachers illustrate form or meaning.

Visualise verb, visualisation noun

To form a mental picture of something. Visualisation can help learners to remember new words or can be used for creative storytelling. A classroom activity where learners close their eyes and create mental images.

Volunteer noun and verb

To offer to do something without being asked; e.g. a learner who offers to help the teacher in class, for example by handing out books or cleaning the board without being asked or told to do it, volunteers for these jobs.

Wait time noun

The time that teachers wait in order to give learners time to respond to questions rather than expecting an immediate response. Learners need wait time to process the questions they are asked and to think of an answer.

Warmer noun, warm up phrasal verb

An activity that often involves movement, which a teacher uses at the beginning of a lesson to give the class more energy. Warmers can also be used to introduce the topic of the lesson. For example, the topic of the lesson is Watching TV. The teacher asks learners who watch a lot of TV to move to stand near the door of the classroom, learners who watch a little TV to stand near the board, and learners who don't watch any TV to stand at the other side of the classroom.

Weak form noun

In connected speech, if a word is unstressed, the weak form of vowels is used. Words which do not carry important information in sentences are usually unstressed and their vowels are pronounced as weak forms – words such as prepositions, articles, conjunctions and auxiliary verbs, e.g. I can (/kən /) speak Italian. It's the (ðə) best film ever. The sound /ə/ is called the schwa.

Wh-question noun

Wh-questions start with a wh-word (except for How which is known as a Wh-question). Wh-questions begin with who, whom, what, which, whose, how, why, where, when. Wh-questions expect information in reply, not just yes or no, e.g. Where do you live? I live in France. See Wh-word.

Word boundary noun

Where one word ends and the next one begins, e.g. the word boundary in ice cream is the place between the e in ice and the c in cream. Word boundaries are important in connected speech because we might drop a letter or join words together at a word boundary.

Word class noun

One of the grammatical groups into which words are divided depending on their use, such as noun, verb and adjective. Similar to part of speech. See part of speech.

Word family noun

A group of words that come from the same root or base word, e.g. economy, economist, economic. See root word, base word.

Word level phrase

When we study language, we study words, sentences or whole texts. When we study words in a text we are studying language at word level, studying sentences in a text is studying language at sentence level, and when we study whole texts we

are studying language at text level. Studying a text at word level means looking at the language features of words in the text. For example, looking at the part of speech, the spelling, the register etc. of words in a text. See sentence level, text level.

Word map, mind map noun
A diagram which is used to make a visual record of vocabulary on the same topic, e.g.

Word snake noun
A reading or writing activity involving words written in the shape of a snake. Each new word begins with the first letter of the previous word, e.g. dog→ giraffe→ elephant→ tiger. This activity is often done with younger learners.

Word search noun
A grid in which each square contains a letter of the alphabet. Words are hidden in the grid and learners have to find them, e.g.

O L A R M
C H E E K
H I Y G N
I S E B E
N O S E E

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